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ABSTRACT

Intended for home economics teachers, teacher educators, and supervisors, this bulletin describes consideration in organizing and conducting a group activity in which preschool children participate and home economics students observe. Sections cover: (1) purposes and objectives of an observation experience, (2) determining space and equipment needs, (3) planning the daily schedule and program length, (4) determining age group and selecting children, (5) involving high school students in the group activities, (6) assembling age-appropriate toys and other play materials and providing for their storage, (7) selecting students and delineating their responsibilities and conduct, (8) providing profitable observation, and (9) closing and evaluating the observation experience. Several special children's activities and reference sources are appended. (SB)

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Observation of Children in a Home Economics Program

by

MILDRED WEIGLEY WOOD

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OBSERVATION OF CHILDREN

IN A HOME ECONOMICS PROGRAM

ED056180

by

MILDRED WEIGLEY WOOD
Counselor, Home Economics Education
State Department of Vocational Education

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Eva W. Scully, State Supervisor,
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Chairman, State FHA Advisory Board

JoAnne DeRosier, Assistant State
Supervisor, Home Economics Education

Joan Landman, Assistant State Supervisor, Home Economics Education
and State Adviser, FHA

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M. W. W.

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INTRODUCTION

Understanding ourselves and others is increasingly important in this complex and fast-moving age. Studying children and working with them in a group situation offers many opportunities for high school boys and girls to learn to enjoy, understand and accept children. They find also that learning to understand children helps them to understand themselves and others.

This bulletin, Observation of Children in a Home Economics Program, was prepared by Mildred Weigley Wood, formerly Homemaking Education Consultant, Phoenix Union High School, Phoenix, Arizona. Hundreds of boys and girls in Phoenix Union High Schools have participated in "play schools" under the leadership of the directors of Family Living Education.

Many young parents who call to enroll their two-to-four year olds in preschool groups (play schools) say, "The experiences I had as a high school student in the play school are helping me to understand and enjoy my children."

This bulletin is based on many experiences in organizing and conducting "play schools" in Arizona and other states during the regular school year, in summer school sessions, and at state conferences. It describes successful ways for organizing and conducting a group activity of preschool children in the home economics program, and includes examples of experiences and procedures that may be used.

The term "play school" has been used interchangeably with that of "preschool groups" and "groups of children for observation". The name "play school" differentiates it from nursery schools which have many other goals than an activity for the observation of children and are organized with a continuing program, whereas the preschool groups at high school level are, with few exceptions, of short duration.

Home economics teachers, teacher educators and supervisors will find this bulletin of special interest and help.

Eva W. Scully
State Supervisor of
Home Economics Education

The student observes the different reactions of children as he assists them in new play experiences.

OBSERVATION OF CHILDREN IN A HOME ECONOMICS PROGRAM

Sally Ann, a high school junior, sat with the teacher watching shy and retiring little 2 1/2 year-old Janie undergoing the emotions of her first day in the high school's preschool group. Sally saw that Janie became more and more confused and unhappy as she was urged to play with the other children. However, at the first opportunity the teacher gathered together the students who were assigned to Janie, including Sally, and suggested that perhaps what Janie needed was a greater feeling of security, which could be developed only by letting her set her own pace and trying to avoid increasing her anxiety by to much "pushing".

Sally Ann watched Janie during the next few days and saw her gradually become accustomed to the new surroundings, new toys and other children to the point where she became a happy participant in the group. At the end of the third week the teacher was surprised to receive a letter from Sally's mother.

"Sally has been telling me about her experiences in the preschool group, particularly about how much she has learned about children from watching the progress of that little Janie. I can't tell you how thrilled I am that Sally is in this class. If we mothers had had a chance to do this sort of thing when we were in school, what a lot of mistakes we could have avoided, and how much more we would have enjoyed our children!"

The implications of this incident in terms of a student motivation, functional education, and community relations are not difficult to find.

This bulletin, we hope, will serve as a guide to teachers-in-service and to teachers-to-be who may be interested in accumulating some "know-how" about working with preschool children.

The value of such an opportunity in home economics programs is no longer debated by any who have had opportunity to observe their contribution to family life education. Teachers and students alike testify to the increased learnings that come from a real project such as the observation of children affords.

Since there are as many different situations as there are schools, such a description as is given here should be considered merely a point of departure for administrators and teachers to use in setting up an appropriate plan of their own.

Those who have not yet had opportunity to use the observation of children as a teaching project will be interested in considering some of the specific reasons for an observation group.

Why An Observation Group

Primarily, an observation group is used as a teaching device because through observation and participation with children high school students learn faster about children, about personality development, and about getting along with others, than they do by the method of class discussion alone. The reasons for this are several.

First, what you see and do impresses you more than what you hear. For example, you can talk about shyness in 2 1/2 year-old Janie and what can be done about it, but seeing Janie sitting off by herself, becoming more unhappy when talked to than when left alone, gives a much more vivid picture. Then when the policy of not forcing Janie to join in the play with others on this, her first day, is employed and Janie's increasing security with the other

children is noted, there is a reality about the experience that words alone can rarely give.

Second, play situations, even very brief ones, offer realistic examples of what is presented through reading and discussion in the classroom. A class which had been reading about children of different ages kept referring to their reading when watching the characteristics of the children observed. Is Timmie's use of words usual for 3-year-olds? Can you expect a 2-year-old to do what you ask him to do? How much do children this age normally eat? These, and many other questions arise either to reinforce the reading and discussion or to promote further interest.

Third, we are finding out in more than one area of education that a group project brings keener interest and hence more stimulation to learning than many other methods employed. This is not surprising, because most people realize that there is more fun and interest in planning together than there is in trying to do it all alone. Group projects are not always available, but in the area of child development the observation of and participation with children offer frequent opportunities for group projects.

Fourth, an observation group can demonstrate to the community and to the rest of the school that home economics is broader than some people think--that it is concerned with teaching understandings as well as skills. In some communities, for example, the citizens are saying, "Why doesn't the school do something to train for parenthood?" Maybe the school has been working toward this end, but this project offers tangible evidence that a major objective of education, training for home and family living, has not been neglected. Within the school most students are eager to choose the courses which afford them opportunities to learn. Many boys and girls testify to how much they have learned from observing and helping in this project. From these feelings of achievement the home economics education program is furthered.

Getting An Observation Group Going

Some teachers steer away from this teaching experience for fear they will not have time to make the necessary preparation beforehand. Others are fearful they cannot work out the type of situation they found in nursery school in their college training. They do not realize that this project is usually a much simpler project than a nursery school, and further, that the organization and planning is just another teaching device by which the high school students are given experiences that bring learnings. Thus the planning for space and equipment, the recruiting of children

and parents, the selection of activities for the children, determining what to observe in children and planning for the care of them are directed class activities rather than pre-preparation by the teacher only.

Preliminary Arrangements

Needs for space. The all-purpose or the dual-purpose room which some schools have is often quite easily converted into an observation center. Students can help determine whether the space in the home economics rooms is adequate before the teacher goes to the school principal or superintendent. Generally the following spaces need to be provided:

a free play space including an outdoor space, if possible
an accessible toilet
a place to wash hands
a storage space for toys
a storage space for coats and sweaters
a place to get a drink
an eating space

The amount of space needed varies with the number of high school students in the class and the number of children to be accommodated. Since the number of children can be easily controlled, the space should be checked first in terms of the number of high school students. There must be room enough to provide a chair for each student, away from the center of the children's activity. Placing these chairs against the wall around the room is usually the most economical use of space to afford opportunity for observation. However, the shape of the room may make another plan more advisable.

For free play there should be space enough to make possible the use of some play equipment on wheels, such as wagons, cars, or small tricycles. An outdoor space where fresh air play is possible is highly desirable. It does not have to be fenced-in space, though this is helpful, but the students can always form a human fence when needed.

There needs to be a place for children to put away their small toys, either within the room or just outside it. But large toys like the slide, wagons or hobby horses can usually be left at one end of the room during the time of the observation project and then stored elsewhere.

If there is a room used for clothing classes in which tables are movable, it is often possible to store some of the tables tem-

porarily. If, however, equipment is stationary, some other space must be sought. It may be possible to exchange classrooms with another class where there are movable chairs, or there may be outdoor space plus the end of a wide hall for indoor play. Some schools have been able to use nearby community halls and churches. Ingenuity added to the pioneering spirit usually finds a spot.

Needs for equipment. There are only a few equipment requirements other than the need for play materials with which high school students can help. One of these is a chalkboard, either large enough so that the teacher can use the top portion and children the lower, or two separate boards.

How the equipment needs are met varies greatly with each school. For example, some schools have old tables stored away that can be lowered to an appropriate height for children, whereas another school will ask students and parents for discarded card tables that may be cut down. Students can re-cover the tables when needed, choosing plain but gay colors. In some schools, permanent shelving is available; in others the use of sturdy boxes may be the answer.

The toilet arrangements can be provided in more than one way. The ideal is a toilet space for the children with facilities at the right height. However, a section of the girls' rest room can be set aside and arrangements made such as are often made in homes. For example, a set of steps can be improvised so that children can stand at a normal height wash bowl to wash their hands.

It is satisfactory if there is a place where children can get their own drink of water from the same arrangements that are used for washing hands, but it is better if the source of supply can be within the room. Cups and pitchers of water can be used if no running water is available. Tommy wants a drink and the more he can help himself the more independent he becomes.

A place to install low hooks for the children is important. This can either be a low molding on the wall or a simply constructed rack with hooks that can be screwed in for the purpose. Students are interested in observing how long it takes various children to learn to hang their coats properly. Note on the following page that picture cards have been placed above the coats. Printed on the card below each picture is the child's name.

Hanging A Coat

A student shows the child how to hang his or her coat so it will stay on the hook.

Basis for selecting play materials. In addition to the larger equipment needs just discussed, the question is always raised by the students as to what and where play materials can be secured. Each school will have an individual answer to this question but there are some basic qualities or characteristics to look for in play materials and some specific toys that meet these needs.

Since play can be called the child's work because through it the child gets many of his early learnings and development, it is important that play materials be selected to afford opportunity for growth and development and for specific learnings. Thus there needs to be included play materials for active play such as a small tricycle, a wagon, or a slide. (See appendix, page 58 for diagram of slide.) Play materials that give sensory experiences, such as

simple puzzles and colorful pictures, are needed. The play materials that give opportunity for creativity and self-expression, such as paper and crayons afford, are important. While children are amazing in the way they use their imagination to create something out of almost nothing, their imagination and their dramatic play is helped by such items as pieces of colored cloth, easily available paper, blocks, and an old suitcase with a few clothes for "dress up" in it. In addition, play material should recognize that playing with other children, social play experience, is aided by certain play materials such as housekeeping equipment.

Often one play material or toy will aid in many different areas. Thus "dress up" clothes can help with dramatic play and be an aid also for social play experience.

Planning for space and equipment with the administrator. Any planning for space and equipment outside the home economics rooms is really a joint project of the administrator, the teacher and the students. Since the administrator needs to be consulted about the allocation of any needed space or equipment, the teacher and administrator will want to get together to make some decisions. For example, such questions as these may need answers:

What space on the school grounds could best be used for outdoor play when needed?

What equipment such as drinking fountains and toilet facilities may be used?

Where can large pieces of equipment be stored when not in use?

What plans can be made for acquiring play materials?

Often, showing the administrator already-formulated plans for finding or producing inexpensive equipment, such as submitting a list of play materials that can be secured from students and parents without cost, and being prepared with possible solutions to other problems involved will avoid any feeling that the project is going to be expensive and cause added work for administrators.

Planning a Workable Program

Here again as in space planning, the teacher alone can rarely make all the decisions. The problem usually must be solved by the administrator and the teacher.

There are a few points in planning a school program to be considered when a play school is to be included. This is especially true if there is only one teacher available to direct the play school, as is most often the case.

Planning for the time of day. If a morning schedule can be arranged, it is possible to use a wider spread of ages resulting in a wider choice of children than if the afternoon hours are used. The two and three year-olds are still taking long rests in the afternoon and the older children are accustomed to at least a short rest. To include children of the younger age as well as the four and five year-olds makes for increased interest and important learnings.

At least two consecutive periods need to be arranged and a longer period of time is desirable if possible. The hour for starting in the morning needs to be coordinated with the home and school situation.

Using the alternate-day plan. Experience with play centers operated as a class project points very clearly to the alternate-day basis as the plan that allows the high school students to get the most out of it. Either Monday, Wednesday and Friday can be used with Tuesday and Thursday for evaluating what has already been done and planning for the next session, or if a two-day-a-week schedule seems to fit the needs better, it is quite possible to profitably use three days for such evaluation and planning. Those who report a play center operated daily over a short span of time find that the lack of experience of high school students makes it difficult for them to participate well without the intermediate days for application of their learnings to the next day's work. For example, suppose the first day Rachel, age three, is in the group and in spite of her enthusiasm for the new experience, starts hitting some of the children when they get in her way. High school students are usually very unsympathetic with Rachel. They immediately think that something drastic should be done to her. The teacher may be able to explain to a few, or show by example, that giving Rachel some more legitimate way to work off her feelings helps Rachel to stop hitting people. However, this idea is often so foreign to the observing group that they think that those in charge are "softies" until there is opportunity for discussion of the reasons for the method used. Furthermore, it is important that this and other methods used have opportunity for explanation so that Rachel can be consistently helped the next time.

Still one more advantage of the alternate-day is noted when a meal is to be served the children by the same group that is observing other days. Limits of time necessitate pre-preparation of food.

Determining the overall length of time for observation. There is no one answer to this question, but experience of a good many

teachers is a guide. This experience has shown that a month (approximately 12 days) of observation of children is not too long to provide new experiences for the high school students. While even one day's observation is better than none, two weeks with six days of observation seem the very minimum to observe progress of children.

In some cases, too, the point of view from which the students are observing the children makes a difference in the extent of time. For example, if the students are having a unit of Child Guidance, their interest can be easily sustained because they are considering many different problems of children. If the students are studying a unit in Relationships and are observing the children from the standpoint of how we get to be what we are, a study of personality, then a shorter period might bring some worthwhile learnings.

In some schools the time has to be considered from the point of view of not encroaching on other worthwhile experiences in the home economics program.

Recruiting the Children

Determining age group. A play center must have children, but how to secure a group of them poses a question to many teachers. Mention has already been made of possible ages in relation to hours of play school, but there are other considerations beside the time of day that influence decisions.

Two and two-and-a-half year-olds are very interesting to observe and offer learnings quite different from the older group. For example, learning what can be done to help children cooperate when they have not yet mastered many words of the English language is challenging. It is true, however, the type of facilities available and the maturity of the children in question may suggest that the older age group of three and four year-olds is better. Also, some two-year-olds are not ready for such a group experience as this. Nevertheless, if facilities and the readiness of the children make it possible, children from two to five make the most satisfactory age group.

Choosing individual children. In many communities there will be many children available so that some basis for choice will have to be established in order to maintain fairness when all cannot be taken. First, there is the matter of distribution of ages. Whatever ages are decided upon, it is wise to see that there are at least two children of somewhat comparable age. To

have 4 1/2 year-old Jimmy the only one over three will not be good for Jimmy, nor will it offer opportunity enough to study behavior characteristics of a given age.

Another basis for choice is that of securing normal children, because it affords a better type of experience for high school students and because there is not sufficient time to be helpful to the little Marys and Jimmys who are handicapped by anything serious. While high school students will be sympathetic to such children, the goal of helping them to enjoy children is more easily realized when a group is able to play normally.

It is helpful to have the children at the point in their development where they can cooperate in helping themselves establish good toilet routines. This, of course, does not mean that there will not be occasional accidents.

The distribution between boys and girls is important, too, in order that high school students may recognize how little difference there is between boys and girls of this age, as well as to see how environment affects some of the differences that do exist. For instance, it is almost certain that at some time in this preschool age, boys will spend some time playing with dolls. It is interesting for the high school students to see that the way such a situation is handled has something to do with further play habits. If there were no boys, such problems would not arise. It is less important, however, to have an equal distribution of boys and girls than to select ages that can play together.

To include two children from a family when they are of appropriate age is often worthwhile because it gives the students a chance to study sibling relationships. It has the disadvantage, however, in small groups, of reducing the number of parents that students can see.

Sometimes the basis for decision between two children will be whether the parents will be cooperative, both in getting the children there on time and calling for them promptly. It is not always possible to be sure of this beforehand, but a statement of suggestions to the parents regarding what is expected of them frequently results in a child being eliminated by the parents themselves. Sometimes, however, parents have to have an individual explanation of what their responsibilities are. For instance, a child had to be dropped in one school because anything and everything was allowed to interfere with the child's attendance. On the other hand, another mother kept the scheduled hours entirely free of away-from-home engagements so that she could meet the needs of the program at the observation center. Another mother never

left home without notifying the proper person where she could be found in case of emergency.

Finding the children. The younger brothers and sisters and nieces and nephews of the high school students offer a fertile field for recruitment. One difficulty which is sometimes encountered with this plan is self-consciousness of the child in the presence of his own relative, or his tendency to want to go to him instead of playing with the group. However, this can be worked out, and the hazards are often over-balanced by keener interest on the part of the students.

Parent-teacher organizations of the elementary school, and teachers also offer a field for recruitment. Married alumni of the school whose children are not yet in school and hence are not always in P. T. A. groups often are a source of children very interesting to high school students, because the parents are not far from their own age. Almost every community has a club organization that will be interested in the project.

The children of working mothers have to be taken with caution. If there is another person in charge full time at home, it is possible to include children from such homes, but provision should be made for this person or one of the parents to come to the conferences of parents.

Deciding who and how many shall be included in the next group of children. There are different policies used in different schools for recruiting children for subsequent observation projects. Some schools use the plan of recruiting an entirely new group for each project, provided there is a long list of applications. The chief argument for this rests in satisfying more parents in the community who wish their children to have this experience.

Another plan is to continue the group first assembled until they are of kindergarten age. The openings that occur are filled from a waiting list with whatever ages are needed. This plan gives opportunity to watch children develop over an extended period of time. It also brings understanding of growth both to teacher and student that is difficult to get from a constantly changing group.

A third plan keeps the children for more than one project, but not necessarily until they are ready for kindergarten, perhaps for two or three projects, after which the opportunity is given to other children. In schools where this group observation experience is available only once a year rather than each semester, this plan would be no different from plan two, for at the end of

two or at most three observation sessions, the child would be five. It is applicable, however, to larger schools where there is need for an observation project each semester.

The number of children to include is a debatable question, for the answer is dependent on several situations. If any general statement can be made about it, it would probably be that the number has to be large enough to afford a variety of experiences for the observing students but at the same time small enough so there will not be confusion and so that there can be adequate supervision. Many situations enter into the final decision. Thus the amount of space affects the number; whether the group is likely to be regular in attendance or not; whether climatically or space-wise outdoor play is possible; the number in the observing group all have bearing upon the number to be included. It must be remembered that with children this age and especially where there are older children at home, there are of necessity some absences of children which cannot be avoided. Some schools plan to enroll a group larger by about two children than the size group they wish, thereby maintaining the desired size except on the rare occasions when all are present. Other schools plan to have some children, the first on the waiting list, ready to include when it is apparent that a member of the group is going to be gone for some time.

No statement can be made as to what is the best plan, but since the observation groups are for the benefit of the students, the plan which gives the greatest opportunity for understanding children and observing parent-child relationships is the one which needs to have first consideration. However, community situations cannot be ignored, and sometimes one advantage must be sacrificed to take care of another.

Deciding What the High School Students Do

The group project of planning for bringing in children for observation provides many activities for the high school students to carry out. What are some of these?

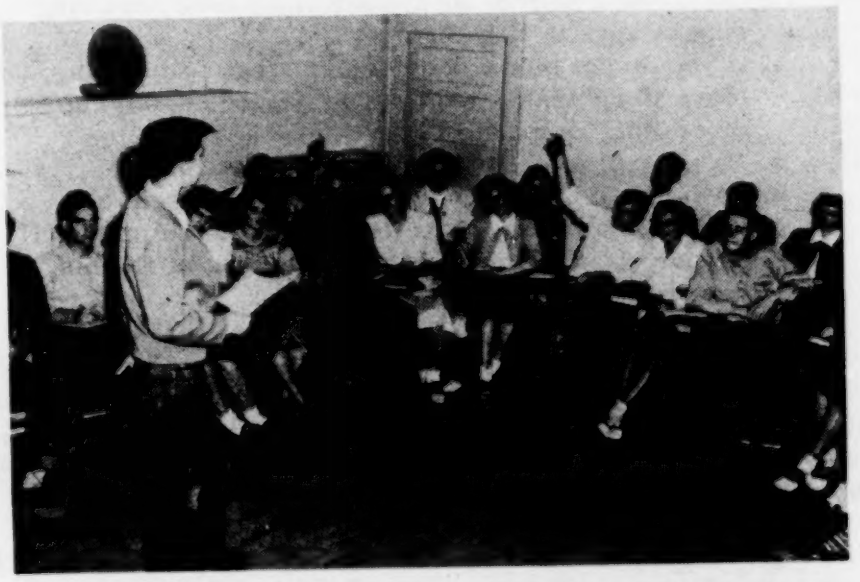
Make contacts with parents. Students can talk with parents either in a group meeting or individually at their homes or over the telephone. In so doing the student will observe attitudes and practices of parents as well as secure facts regarding children which will increase their understanding of children. Students will be able to suggest to parents some of the essential information, such as what type of clothes children need to wear and what time to come. After contacts with parents, students often bring

questions which provoke further discussion and learning. In other words, by going to the parents with definite information to give them, students are likely to come back with questions enough to carry on interesting discussion for some time. Here are some typical questions and comments which students have brought back from parents:

"If you can get him to eat, do tell me how you do it."
"John has been sucking his thumb recently. I'd like suggestions."
"Jim will be a problem to you. I've spanked and spanked him and he goes right ahead and does as he pleases."

From just these three comments a class would be launched on a consideration of some feeding problems of children, of unsocial behaviors and what might be tried to reduce them, and of how to get Jim's cooperation instead of the conduct which puts him at odds with the rest of the family.

Another fertile source of information about parents is the plan of having students meet the parents at their cars or outside the school. In this way students have the opportunity to get acquainted with many of the parents and observe such attitudes or practices



Dividing Responsibilities

A student leader asks for volunteers for various responsibilities.

as how the parent leaves the child; what directions parents give the child; whether the parents' attitudes make the child more or less secure.

Still another parent contact by students can result from the necessity of preparing and handing out necessary directions to parents at the beginning and throughout the observation project. The following suggestions worked out originally by one group of students, and critically evaluated and modified by subsequent classes, shows the type of directions that students might help develop. Of course, different setups will necessitate different methods.

Suggestions for Parents of Children Being Observed

The following suggestions, if observed by all parents, help greatly in the smooth running of the observation project and help children adjust to a group of their own age.

1. If your child feels insecure, stay with him a few minutes.
2. Let the child come to meet you at the door when you come to take him home.
3. It will be a help to us if your child does not bring gum or toys to school.
4. If you do not plan to be home during the morning, leave word where you may be reached should an emergency arise.
5. Be prompt in calling for your child.
6. Notify us if you know a child is to be absent and indicate how many days he is likely to be away.
7. If your child has a cold or other signs of illness, keep him or her at home.

Plan for the day's routine. Students can help plan for the arrangement of time within the period allotted for observation. Such a schedule will vary depending upon whether the period is a two or three hour one, whether it is a morning or afternoon session, and whether luncheon is served. The high school students can think through the various experiences the children will have within the scheduled time and how they can best be included.

Suppose, for example, the period is from 9:00 to 12:00 a. m. They will need to plan for a simple schedule such as this:

Greeting the children and their parents
Health inspection
Free play
Group singing of a "Good Morning" or "Good Afternoon" song
News circle
Juice time
The story hour
Group games, free play, or walks and field trips (A field trip at this age may be as simple as going out to gather fallen leaves in the fall)
Luncheon (if served)

Within this schedule there will be many small problems to be solved. What plan can be made for low hooks for coats and wraps? How can children be helped to find their own hooks independently? What will be the best plan for health inspection and what can the children do while they wait their turn for this?

Greeting the children and their parents. Greeting the children and parents requires such consideration as what to do for both parent and child to make the parting easier. Ways of taking care of messages from the parents must be planned. Even though as much information as can be anticipated is given the parents, there are always additional problems that must be handled from day to day. Here is a day's sample. "Johnny has his handkerchief pinned in his trouser pocket." "Mary ate so much breakfast she may not be hungry for lunch." "What two year-old Gayle is trying to tell you about is a picnic she went to the night before which impressed her deeply." One parent wants to see who "Mary Lou" is because Dick talked about her all evening. Another wants to know who "Gene" is because her four-year old said he could "beat Gene up."

The students also have to learn how to handle such situations as the mother who forgets and starts to talk about her child before him, or the parent who talks baby talk to her child. The students can make good use of role-playing to develop such a point.

Making the health inspection. Health inspection requires planning both to get necessary information and to devise ways of applying it. When the children have said "good-bye" to parents, they are ready for the first part of the routine which checks their health. An excellent experience in health education results if there is a school nurse who can help a committee or small group learn to make the inspection, seeing what points relating to health can be made with the children's cooperation. This committee can train other committees as the need arises.

There will be problems to talk over with the parents, such as finding out what contagious diseases the child has had, whether there are brothers or sisters in school, if the child has allergies that could be mistaken for a cold and to what he is allergic, and informing parents of procedure in case health inspection reveals any difficulties.

All children cannot be checked at once, so provision must be made for activities for those who are awaiting their turn. The children learn quickly that they are not ready to play with the rest of the group until they have had health inspection. Waiting with another child is often the source of a developing friendship that is enjoyed when back with the others to play.

Probably one of the most significant ideas gained by the high school students from this health check is that there are ways of gaining cooperation from children that can be tried when they must be examined. They are often surprised to find how much the children can participate.

Supervising free play. Since children at this age acquire so many of their learnings from the play which they follow of their own free will, it is important that a good share of their time in a group be devoted to this purpose. This is sometimes difficult

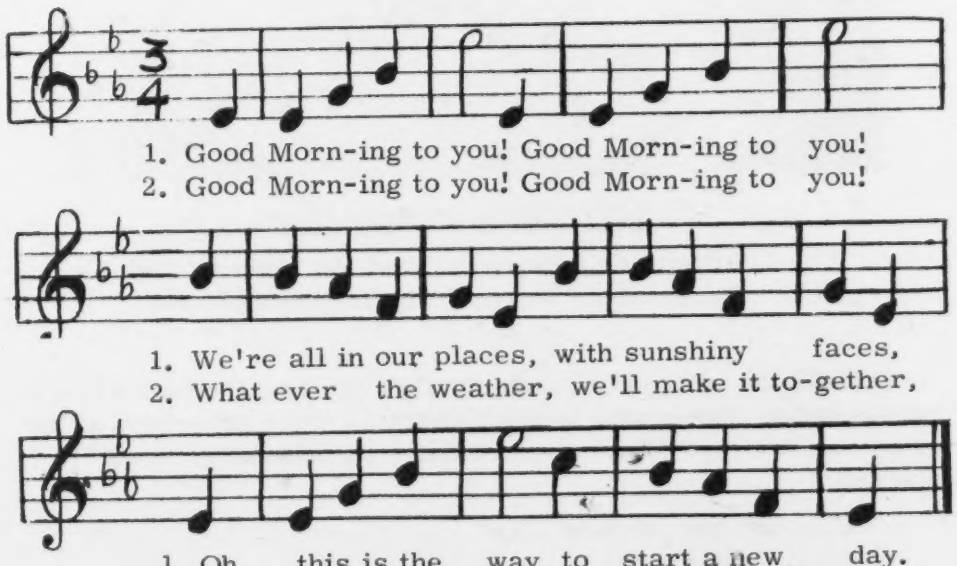
Free Play 23

for high school students to understand, since they think in terms of entertaining children. This free play time, too, is the best opportunity for the students to see the characteristics and stages of development of each child.

Patricia uses the peg board, sorting her colors and making a simple design at three years of age, whereas Lois, the same age, puts the pegs in with no concern for color. Observing this helps students see that children three years old enjoy the peg board, though they may use it in different ways. Watching Joan's independent drawings shows the students that Joan has talent in drawing beyond many of her age. Watching what Johnny does with the train he has chosen from the toy cupboard, ways that Timmy uses the slide, and Hortense's interest in the books on the table, reveal characteristics which would not be as clearly defined if the play were set for the children by the adults. Nor at this age would the child make as rapid development if he were not allowed freedom to pursue his individual interests. So, "free play" is what it means--no interference except when a child has to be helped to get or give a fair deal (sharing), or when there is danger of any sort.

Helping with group singing. Children of preschool age enjoy singing. High school students interested in music are almost always present. They can lead in the singing and other musical activities, often much better than the teacher.

Good Morning Song


1. Good Morn-ing to you! Good Morn-ing to you!
2. Good Morn-ing to you! Good Morn-ing to you!
1. We're all in our places, with sunshiny faces,
2. What ever the weather, we'll make it to-gether,
1. Oh, this is the way to start a new day.
2. In work or in play, a beau-ti-ful day.

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The group singing in the early hours of the day's schedule offers an opportunity for the children to get together after the health inspection and free play. If there are new children their names can be told at this time and any necessary directions can be given them while they are quiet and in a position to listen. The "Good Morning" song on the previous page is one that the children enjoy and can be sung easily without the use of a piano. (See page 69 of appendix for other appropriate songs.)

Leading the news circle. The news circle bears very little resemblance in its news to the first page of a daily paper, but it is nevertheless a means of communicating information between children and between children and adults. It is an opportunity to give them new experience with all sorts of materials, as well as offering the chance for them to report the happenings from their own experience, chiefly from their homes.

News Circle or Story Hour

The children are grouped around the table so that all can see the chickens brought for the news circle.

To hold the interest of children this age requires a topic for conversation understood by all children. Here are some of the news circle events that have furnished satisfactory "news" to discuss:

What we had for breakfast
What I saw on the way to school
A new boy in the group
A puppy, kitten, or rabbit

A magnet
A turtle
Birds in a cage
Planting grass
Making ice cream
How to carry your chair
A bowl of goldfish

A student can be assigned to assemble the illustrative material and present the topic to the children for their questions and comments. (A more detailed list of special activities appropriate to preschool age children is given in the appendix, page 59.)

Very frequently the drawing which goes on at the tables during the free time that follows the news circle reflects the news of the morning. Amazing pictures of fish and animals come from the crayons. Frequently, this is the best evidence obtained that the news circle was of interest to the children.

Conducting juice time and finger games. This is another part of the schedule which gives the eternally active youngster a chance to calm down and rest. It is not difficult to get cooperation on this from most of the children after the first day. Any signs of approaching juice are hailed by mass action toward the appointed spot. Here is also an opportunity for participation by the children, for they can do much of the serving if conditions appropriate for children are observed.

One learning for the high school students reached through this experience is that children of these ages cannot be expected to sit and do nothing. A solution, of course, is to provide a cooperative activity which keeps them busy while waiting for all to be served. One such activity is a finger or table game. At the table with a high school student to help them the children will become intent on the game while the stragglers are being rounded up. Samples of finger games follow. (For further finger games see appendix, page 62.)

Little Robin Red Breast

Little Robin Red Breast sat upon a rail
(two first fingers placed end to end to form rail)
Niddle Noddle went his head
(head goes up and down)
Wiggle Waggle went his tail
(head goes from side to side)

Five Little Soldiers

Five little soldiers standing in a row (hands outspread)
Three stood straight and two stood so (three fingers up, two bent over)
Along came the general (use thumb of other hand) and what do you think?
Those two little soldiers jumped quick as a wink. (spoken rapidly at same time straighten the two bent fingers)

With the relative quiet that prevails at this point it is easy for the children to listen to directions and to make choices of the tasks with which they can help--passing the napkins, passing the juice, and gathering the napkins and cups after use. If some are delayed in finishing their juice, another finger game can be played.

The amount of participation possible for the children depends in part on the type of equipment used. For example, sherbet cups with handles which are low are easy for children to carry on a tray. A pan with sides such as that used for layer cake is appropriate for use by this age for passing juice.

Directing the story hour or game. The story hour or game is like the news circle, another opportunity for the whole group to participate. Stories for this age have to be simple and short. An individual child may sit with an adult while being read to for some time, but group interest is not sustained for many minutes. Stories which hold interest best are those with which the children are familiar, those which tell of everyday happenings--ones which might be true and those in which the children can have some participation. Such stories as The Three Bears, Peter Rabbit, The Gingerbread Man, The Three Little Pigs, The Little Train That Could, are favorites. Stories of children this age, centered around a trip on a train, a picnic, a walk with Daddy, are a source of great interest when the plot does not go beyond the simple happenings on these occasions.

Games at this age offer a chance for group participation and much fun for the children. But the games must be kept within the understanding of small children. It is not yet the age for competitive games. Those games in which each child can participate or in which each child can be a leader in turn are appropriate for these years. Dramatization of some of the nursery rhymes offer such opportunity. These are some the children enjoy:

"Here We Go 'Round the Mulberry Bush"
"Jack Be Nimble"
"The Little Mice"
"Ring Around a Rosy"
"I Put My Little Foot In"

"Jack Be Nimble" gives opportunity for each child to take turns jumping over the candlestick at the appropriate point in the verse which all are singing. "The Little Mice" in a similar way gives a chance to one child after the other to be the "big gray cat" that goes after the little mice, but in this game everyone actively participates whenever the "old gray cat" comes along. "I Put My Little Foot In" means action for everyone with no child playing a leading role. In all these games there is rhythm so much enjoyed by this age.

Other games which children can enjoy dramatizing in smaller groups include "Jack and Jill Went Up the Hill", in which the slide may be the hill and the pails from the sand pile used to "fetch the water", and also "Humpty Dumpty" who can sit on a table for a wall. (For list of games see appendix, page 66.)

Preparing and serving luncheon. Serving luncheon is an activity which brings many learnings to the students who prepare the luncheon and observe the children eating it. Observation projects can be worthwhile without this activity, but the preparation and serving of even one meal enriches the experiences of the students. Through it they learn what can be expected in the way of eating habits at this age. They find out some of the eating problems that are baffling to parents, and they learn what points in preparation of food are important in helping children to eat well and how ways of serving food can influence acceptance or rejection of foods. Some school groups serve just one meal during the entire project. Others serve one each week or one each day for a short period of time in order that students may see the pattern of the children's eating better than one day would show. If the sessions are in the afternoon, it may be possible for the children to come early to attend a luncheon on one day.

Even though this is a worthwhile experience, it is difficult to carry it out in a one-teacher department unless there is a cafeteria or school lunch from which the food can be obtained. Occasionally teachers in one-teacher departments have worked out a plan by having a class that is working with meal preparation prepare some of the food in advance and get the last-minute preparation food from the cafeteria.

If there is a second teacher in the department the preparation

of the meal is often carried on by an entirely different group from the one working with other activities. For example, one high school lets the 9th grade girls prepare the lunches as a part of their work with food preparation and serving meals. Since it is a responsibility much sought it has to be passed around when there is more than one class that can do it. In another school the high school student plans with the cafeteria manager for preparation of food in the cafeteria, then the children are served this food in their own play room by students from the observing groups.

Whatever method is used for providing the food it makes for many more learnings if some of the students in other home economics classes can arrange to watch the children eat and report back to their class. Teachers who use this observation and reporting plan for the food units state that reaching the student goal of "understanding some ways of helping children to eat" is much easier than when there is no project to watch. Serving some meals to children gives a much better picture of the whole child than would otherwise be possible, for eating often reveals problems the parents are facing and trying to solve.

Assembling Play and Other Materials

While arranging for space and planning for large equipment may have to be the work of the teacher and administrator, the assembling of play and other materials can be participated in by students. Given the opportunity, students will see the questions that need answering. These are some typical problems:

What do children of preschool age like to do when they are free to play?
What sort of toys are appropriate?
What toys should be omitted?
What equipment is needed for health inspection?
What materials are needed for juice time?
How and where can the toys be stored?

What do children two to five like to do in their spare time? It does not take long for high school students to recall their experiences with younger brothers and sisters, their nieces, nephews and neighbors and list what the youngsters like to do, such as

"use crayons"
"climb up and down"

"play with small cars that they can pilot around the floor or ground"
"listen to stories"
"go up and down slides"
"use pounding toys and peg boards"
"watch people at work"
"ride a teeter-totter"
"listen to records"

Finding out what they like to do leads easily to the next question.

What sort of toys are appropriate? A "window shopping" trip to the local vendors of toys will give the students a basis for discussion of play materials to assemble as well as those to avoid, or lacking this opportunity, an exhibit of toys can be used. They will quickly see from actual observation those toys with which children can do something such as a pounding toy, a peg board, crayons, blocks, in contrast with those that offer no opportunity for activity. They will also see those to be avoided for safety reasons, such as sharp-edged toys, toys which shed their paint, and those with parts easily pulled off and put in the mouth. They will also note those toys easily broken. Some groups will be much interested in making a toy like a spool board or dressing a doll with clothes that will come off.

From the experience of looking at toys through window shopping or from an exhibit the students can determine some criteria for selecting equipment and toys, such as:

Durability
Attractive in appearance (children enjoy bright colors)
Easily cleaned
Light enough in weight for children to carry or move
Scaled to child's size
Safe (free from sharp edges, painted with non-toxic paint)
Easily used with little adult guidance

If toys are already provided, planning for the selection of one new toy will bring many of these learnings to the new group of students as they evaluate the success of the toys already there. (A list of equipment and play materials is included in the appendix, page 72.)

What materials are needed for health inspection? The need for health inspection will vary. Nurses or doctors may have special suggestions to make, but a very simple set of equipment for a group of about ten children would include:

1 small first aid kit
1 package of absorbent cotton
3 cotton swab containers
2 glasses
2 small waste containers
1 large tray
green soap
tongue depressers
1 flashlight

Many of these items can be assembled by the students from things available at home and at school.

What is a good setting for juice time? The success of juice time is partly a matter of the way the needed materials are selected and assembled. Some of the problems for the students to solve are:

What kind of juice is to be served?
How much to each child?
What cups or pitchers are to be used?
How many trays are needed?
How plan for use of paper napkins, including the children's distribution of them?
How to dispose of trash?

Juice Time

The children bring their chairs to the table and wait until everyone is served before drinking their juice.

How can toys be stored? There must be plans for children to store the toys easily if they are expected to help in putting them away. Orange crates, cartons, and open book shelves all have possibilities and students can plan for this storage in terms of toys to be housed and how children may know what toys belong in certain spots. This is a chance for students to use their creativity as they plan for colors, pictures and other means of interpreting to the children the place to store toys.

Planning for Division of Responsibilities

Who is going to do what? The project will be successful only as responsibilities are clearly defined and accepted. The learning goals of high school students will be achieved only if there is much participation on their part. So the answer to this question is significant for both the children and the high school students.

Some help from students is needed. There are many management problems in an observation project that relate to keeping it going smoothly. Students can plan for and help with many of them. In order to give this help through which they will gain many new learnings they can think through, with the experience of the teacher to aid them, what the responsibilities are that teacher and students must carry. These will naturally vary with each school and physical setup but some listing of responsibilities as the following shows needs to be cared for in one school.

Chalkboard notes _____
Chalkboard note copier _____
List on board names of
children present _____
Greet parents _____
Hang and distribute wraps _____
Toilet, drinks and hand washing _____
Health and safety manager _____
Toy closet and record player _____
Toy cabinets _____
Door guard _____

Inside Play Areas

Drawing table _____
Clay table _____
Book table _____
Toy and game table _____
Easels #1 _____
#2 _____

Play house _____
Slide _____
Blocks _____
Hobby horses _____
Children's chalkboard _____

Outside Play Areas

Climb-around _____
Teeter-totter _____
Sand box _____
Tricycles and wagons _____

Group Activities

	1st Day Chm	2nd Day Chm	3rd Day Chm
Music	_____	_____	_____
News circle	_____	_____	_____
Story	_____	_____	_____
Game	_____	_____	_____

Alertness to what children are doing is important. Each student, for example, can be responsible for watching a particular child so that every child is under observation. Since there are usually more students than children this means that each child would often have more than one observer, thereby assuring continuous watching in case one of the students is absent or otherwise unable to follow a given child.

There are often some children who for one reason or another need close observation. For example, when a mother wants to know how much Joan sucks her thumb in school someone must take responsibility for this report to the mother. Or if another mother is anxious to know how much, if any, Davy is talking, someone can be delegated to this task.

Sometimes the class itself is concerned with how a procedure is working out with a given child, as for instance, how he is cooperating under a new regime of no pressure to do a particular thing. Unless there is a special plan for watching this, there may be little to report to the group when they meet next.

A schedule of activities must be planned. It, too, is a part of the organization. If the children are to be there for three hours, the schedule will be different from what it would be with a two-hour period. The following schedule suggests how activities were related to time in one school. Children like routine so this

schedule is the same each day except for variations in the general school program which might necessitate changes. Thus if school periods are shortened for assemblies or other needs it may be necessary to put such an activity as the news circle at a different period of the day.

Suggested Schedule

9:20 a. m.
Arrange room
Greet children
Take off wraps
Put on name tags
Health inspection
Take roll
Free play

9:50 a. m.
Activity period
Story, music, news circle, games
Special activities

10:00 a. m.
Art period
Painting at easel,
Cutting, Pasting,
Drawing with crayons,
Finger painting, Clay

10:30 a. m.
Finger play
Juice

10:45 a. m.
Activity period
Story, music, news circle, games
Special activities

11:00 a. m.
Remove name tags
Put on wraps
Outdoor play
Rearrange room

11:15 a. m.
Children go home

A very useful method of keeping track of what is going on for both parents and students is that of chalkboard notes. It is a form of teaching for the students which is possible to carry on during the time the children are there, when talking to high school students about the children would be impossible. It is also important when talking of any sort must be kept to a minimum to assure enough quiet to hear the children and to lessen the confusion. The teacher, or the directors, or students at the suggestion of the teacher, write on the board their observations, comments or directions. Some student becomes responsible for copying the notes so they will be available as a basis for discussion later. This is particularly useful when more than one class is participating in the project at different times. Each group can then see what has happened throughout the entire day. It also enables students to see what is going on during the class hour at points in the room where they cannot see or

hear the children. The students plan how to handle these notes to make them most useful to class members and to parents. They will find different ways to make such notes useful. For example, one group starred the items they thought should have priority in discussion. Another group where a class typist could make enough copies for one to each two students, preferred the students reviewing them and raising questions.

Notes like these might appear on the board:

Notes on Observation of Children -- October 18th

(Note -- The comments in parenthesis after the note suggests how these observations can be a springboard for important learnings. The comments following the notes gives further explanation of their use.)

1. "This is Mary C's first day. She seems to be adjusting easily to the group.
2. "You can tell that Michael, Jimmy and Rhoda Dawn have been here before. They know the routine." (Children this age enjoy routine.)
3. "It took Johnny Ryan a while to let his name be pinned on him. We didn't insist at first. Later we told him the big boys and girls didn't know who he was until his name was on. Now, no trouble." (A simple explanation often helps.)
4. "Davis is a bit insecure without any of the adults whom he sees so much at home, and also because he is not accustomed to children his own age, but he is gaining security with each hour. Watch for some evidences of this." (Report to the class any evidence noted.)
5. "Gary needs to be handled consistently. If we decide he should not throw things across the room as he did recently, we should see that he does not get by with it one time and be punished for it another."
6. "Lois does not 'stay put' for the story very long but remember she is ony 2 years old. Her span of attention is very short at this age."
7. "Gary knew perfectly well what he should do during the story. He needs to learn to let others enjoy the story even if he is not interested." (It is not too early to start teaching him consideration of others.)
8. "Jimmy's mother says any discipline we can give Jimmy will be appreciated. 'He has such tantrums at home.' Let's discuss tomorrow what we can do to help Jimmy and his mother."

9. "Will Susan Jones (student) please offer Diane a kleenex."
10. "The 'Nok-Out Bench' is a very popular toy. Can you figure why?"
11. "The mothers can't understand how we keep the children sitting still so long while health inspection is going on, such as inspection for rash. How would you answer them?"
12. "It is better for June (aged 2) that only one person at a time handle a situation with her. Why?"
13. "Notice the happy expression on Dianne's face. She is almost laughing all the time. What does that happy expression tell us?"
14. "Jimmy's tears were over a picture he had brought from home which we didn't know was supposed to be returned. We feel differently toward him now that we know why the tears." (Trying to find out what the child is <u>feeling</u> is important.)
15. "Notice how Suzie gets attention from older people by going to them to get her shoes tied. Watch to see why they come untied so often."
16. "The bell will ring five minutes earlier today."
17. "The teacher has put a note in unhappy Jean R's coat and asked her to be postman and give it to her mother." (Getting children interested in doing something is a great help toward their forgetting their troubles.)
18. "You see Mark D is ready and willing to 'show off'. Your laughing at him started the exhibit with the tricycle which we deplore." (We laugh <u>with</u> children but never <u>at</u> them.)
19. "Sharon G, 4 yrs. 8 mos., is inviting Sharon C, 4 yrs. 11 mos., to her birthday party in July, four months ahead." (This is a little previous but it serves to show how important birthdays are to children. Why?)
20. "Ronald F (4-6) says he doesn't want to play in the sand because his mother doesn't want him to get his new shirt dirty." (Alibiing can start very early.)
21. "Lee M (3-2) is getting too much attention." (This can promote self-consciousness if we are not careful.)
22. "Karin K (3-10) came in, as usual talking fast, telling us she has new saddle oxfords. (Shoes seem to mean a great deal to many children of all ages.)
23. "We have to keep showing the children <u>how</u> to play instead of saying, 'No'. (We need to learn to make use of the positive in place of the negative when it is possible.)
24. "Anthony W (5-0) said that he is five years old and why don't we put his age on his name tag as 'five'. It is 'four' on the tag and we wonder how he knew it. (Children want and need recognition. They are also very observing.)

25. "Alan D (2 years) insists on pulling the wagon by himself, even though he has a big load." (The push for independence is there. Let's give it a chance to grow when possible.)
26. "The impulse to knock down a block tower can be very strong and may create hostility in the child who built it." (Is this a place where adult supervision is needed?)
27. "Our 4 year-olds are acting their age. They're noisy, boisterous and thoroughly enjoying each other in a chase. If things get too rough we will have our group activity to calm them." (This behavior starts the thinking on what is normal behavior at different ages.)
28. "Michael B (4-3) wants another carrot sandwich. Alan D (2 years) beat him to the extra sandwich." (This can be a springboard to finding out what children enjoy eating.)
29. "Ricky R (4-3) thinks his gingerbread boy so funny he wants to call him Red Skelton." (Children's interests and humor are often revealed through their play.)
30. "Notice how the children enjoy tearing paper into shapes. No need for scissors and much safer." (Notice what simple things entertain children and give them opportunity to learn, too.)
31. "Johnny M (4-10) and Ricky R (4-3) were whispering together as I came by. Ricky said, 'We're having a talk-over'." (Not a bad name for it!)

The chalkboard notes can promote important learnings. The student copying the notes to be typed assumes responsibility for omitting such items as No. 16, and maybe No. 9 also, depending upon whether there needs to be any concern about this matter with Susan. In this way notes can be shortened.

The notes on the board should do for the high school student what any worthwhile class experience does--namely, provide learnings. It is important, therefore, that statements put on the board be as meaningful as possible, either in helping students to understand the reasons for what is happening at the time, or in stimulating further thinking in and out of class. The notes can help students enjoy children through pointing up amusing incidents which might otherwise be missed, as Ricky R and his gingerbread boy (No. 29) and Johnny M (No. 31). They serve further to call attention to some action which all may not have been able to hear or see, or in reminding students of questions they want to ask when there is opportunity.

Making use of notes in stimulating further learnings. The common experiences which come to the students through the

notes offer much opportunity to think further about some of the situations noted. Other ways of gaining cooperation, for example, will develop out of the comment on Johnny R (No. 3), when his cooperation was secured by giving him a simple explanation.

The situation with Davis (No. 4) helps the group to realize that some of the apparently unsocial behaviors of children are due to insecurity. They see also some of the ways children act who are feeling secure, such as joining the children rather than clinging to adults, and finally a consideration of what is done that develops security or insecurity.

Lois, who did not "stay put", is a good introduction to the fact that children's characteristics differ with the age and that we have to use methods appropriate to their ages.

Gary (No. 5) affords an example of the fact that training in consideration of other people can start early. Students can find opportunities for children to act in considerate ways in other situations.

Helping high school students realize the importance of finding out why children are acting as they are is possible as a result of Jimmy's tears over his picture (No. 14). It also illustrates the fact that most children's activities are purposeful, and that we need only be wise enough to find out what their purposes are. Furthermore, the high school student can see from Jimmy's situation that we have to watch not only what children are doing but what they are thinking and feeling as well.

Susie (No. 15) and her shoe laces reveals an interesting point for class discussion. How Susie tried to gain attention by untying her shoe laces raised other related questions. "At what age can children learn to tie their own laces?" "How can you tie laces so they don't come undone?"

Good and poor qualities of chalkboard notes. For instance, there is the matter of coverage. If there are twelve children in the play school, it is important that not just a few be mentioned, but all come in for their share of comments. Parents will be justly disappointed if no mention is made of their child even if that fact implies a very well adjusted child. Further, since all children are being observed by high school students, the students need help in thinking about the particular children each is watching and on whom they are reporting.

Teaching Technique

The student director is writing on the board to call the attention of the class to something significant that has happened among the children. The girl on the right will record the notes for future reference.

Another point to remember in making comments on the board is to keep one's own personal feeling out of the statement. A high school student wanting to help one teacher wrote the following: "I think Andy is acting like a little devil." If Andy is acting in unacceptable ways, what he is doing needs to be indicated rather than how we feel about him.

Notes, too, need to be meaningful. Compare the following:

"Notic how Sharon sits." versus "Notice how quietly Sharon sits."
"We kept our promise to Barney." versus "We kept our promise to Barney that he would have his turn with the wagon after Jimmy had his turn."

In each of the second statements above there are learnings even for those who did not happen to see the children at the time mentioned.

Good notes also should cover a variety of interests. For instance, if many notes are concerned with the children sharing their toys, to the exclusion of comments about other characteristics, the discussion which the notes provoke with parents and

students lose the richness that it is possible to attain. Notes need also to deal with different ages. Four year-olds are so very active and able to start so much play that they often divert attention from the younger children who can, nevertheless, provide equal interest to the observer.

The teacher does not always have time to write the notes on the board, but she can usually indicate to a student the comment that she would like noted. Students can be encouraged to suggest items of interest for the board. In the long run a few meaningful notes are far better than many notes that are not discriminatingly worded.

Shall there be student directors? Experience has shown that placing responsibility on a rotating student "director" and "assistant director" frees the teacher for other necessary duties and gives the students excellent experience. The children soon learn to turn to these "directors" with their problems. A week is often a good term for the "directors" when the group of children meet three times a week.

What responsibilities for the directors? The exact responsibilities have to be worked out in terms of the particular situation, but some of the responsibilities frequently carried are suggested here:

Appointing those who will enroll the children
Deciding who shall take charge of activities planned for the children
Determining which high school students will be responsible for observing carefully different children
Planning for help on any situations needing organization, such as getting children ready for luncheon

It can be seen from the above responsibilities that the student directors are working with management in that they are making decisions rather than doing the work involved. They can learn from these experiences that sound decisions are made only after facing the considerations involved. Thus, in determining which high school students will be responsible for carefully observing different children, they will have to consider which students have good attendance records, which ages of children appeal to certain students so they will enjoy observing them, and other relevant factors.

Children must be enrolled. This responsibility requires some planning ahead to think of the information needed about the children and how it can best be secured. There may need

to be a simple enrollment blank similar to the one below, on which essential information can be given. Each school will have different needs.

Enrollment of Children for the Observation Project

Date _____

Name of Child _____
Age: Years _____ Months _____ Birthday _____
Name of Parents _____
Address _____
Name and telephone number of person to reach in case of emergency _____
Special needs. If your child is allergic to any food or needs other special assistance, list here: _____
_____
_____
_____

Signature of Parent _____

In a small town there is less need to know whom to contact in an emergency than in a large center. Knowing the children's birthdays is helpful for activity planning. Various other questions can be considered by the high school students, such as other children in the family, communicable diseases the child has had, and a suitable blank can be drawn up. Students who can type can make up an attendance blank which students can check each day.

Group activities must be planned. Since this is the first experience for many students in working with groups of small children, it is important for a smooth-running program that the activities be planned beforehand. The directors with help from the teacher can lead in this planning. For example, the stories to be told must be selected, suitable games planned carefully, and other play activities which will provide new experiences for the children considered. How all these group activities will be handled needs to be thought through and responsibility centered.

Sometimes a child is promised a turn for "next time" and someone must see that these promises are kept if the child is to feel secure. With a group of ten to twelve children there are responsibilities for three or more high school students in this activity alone.

Volunteers are needed for the news circle who will be responsible for bringing something to talk about (in consultation with the teacher), who will present the news item, who will sit with the children and be prepared to help answer the children's questions.

Games, musical experiences, painting and story-telling are all group activities that require some planning and for which student directors can assume much of the preparation as soon as they understand the aims of the activities.

Free play activities need help. An observation project has much of its time devoted to supervised free play. Children this age learn through their play materials; therefore, the supervision which older persons give them needs to be such as will help them learn about handling materials and getting along with their own age group. Thus, if there is a slide, some children have to be helped to go down the safe way and be taught to take turns when more children are wanting to slide than can be accommodated at one time. The sand box has to be watched also. Eating sand in place of food is a favorite pastime with some little children, and throwing it at each other is another. Suggesting more profitable ways to use the sand is a task for a high school student. This same high school student or additional ones can be appointed to sit near the sand box to catch and record the conversation that takes place as children work on their projects. Helping the children put their toys in the toy cupboard is a daily activity at the end of play time, and students can plan the best way to do this. There may be need to steer the youngest children to suitable play materials, and the older children may need help in what Dr. Gessell calls "elaborating their play". Thus, if they have started a train activity by putting the chairs together and sitting on them, they may need suggestions of ways they can carry their play further. "Somebody needs to be the conductor and collect the tickets," says a student, and "You'd better tell the conductor where you are going so he will know where to help you get off," says another. The students can be very helpful in thinking about the activities and equipment to see how they can be used most effectively for the children's learning and happiness.

In order to give choices and make assignments to students, directors need a sheet listing the responsibilities to be assumed, on the order of the one shown on page 73 of the appendix, but appropriate to the particular situation.

How Should High School Students Conduct Themselves?

The observation of preschool children represents an experience that is of necessity more informal, less routinized in its class procedure, than most experiences met in school. It, therefore, has to have some pre-planning if its greatest value is to be achieved. Often the question is asked, "What do you do if you have a whole class of high school students as well as the children?" The answer is that you plan very carefully with the group about how they should conduct themselves. They must know specifically what to do to make the situation as productive as possible for both the children and the students themselves. The following needs imply the conduct that is important.

. Children may be seen and heard. Quite in contrast to this statement is the old adage, "Children must be seen and not heard." Some of the most interesting characteristics of children are noted through their conversations with each other and their comments to adults. These can be heard only if there is little additional noise. To achieve this means thinking through the ways in which high school students need to behave--who may talk and when and where. Thus, those who are acting as directors or those in charge of certain activities may talk with the children when it is necessary; the rest who are merely observers become "wall flowers" for the time being.

How can noise be reduced? Suggestions for caring for books and wraps, for moving chairs, for use of written notes instead of words, are all in order, and students will offer many good ideas to make it possible to see and hear.

Attendance taking does not delay activities. When classes are large an attendance secretary can check the students as they enter the room so that they can go directly to their posts. If messages come to the class, the student needed can be summoned by use of chalkboard, or the message can be delivered quietly by an appointed "message conveyor".

Visitors must be cared for. Many times the schedule has been upset by the visitor who talks to the children or asks questions about them in their presence. Different groups will suggest different ways of handling such a situation. One group, for example, used a hospitality chairman who met visitors outside the door and explained what visitors could do so that the program could proceed as usual. She told them where they might sit and offered a pad of paper and pencil to be used by

Marking **Attendance**

A student checks his name on the class roll as he enters class. This procedure eliminates the confusion of taking roll in class. The rolls for all classes participating are posted on the bulletin board. Duties for which members of the classes have assumed responsibilities are on the bulletin board above the class rolls.

the visitor in jotting down questions to be answered later. Another group worked out a typewritten slip for visitors which was passed to them as they came in, suggesting what was expected, such as, "Adults talk to children only if children start talking to them." Another one suggested that visitors take their cues from the behavior of high school students. In those schools where there is a one-way glass or a screen behind which visitors stay, the problem is much simplified. Sometimes plans must be made to control the number and nature of visitors. No more visitors can be included, for instance, than can be comfortably seated. Visitors standing about the room distract the attention of the children.

Behavior of students profitable to the program is considered. Consideration must be given to what is legitimate and what is illegitimate activity for the students. There are two major groups of high school students participation--those who are actively participating in guiding and directing the children, and those who are merely observing children.

Both groups need to feel free to tell directors or teachers of

something these persons have failed to see or which they have not acted upon. Thus, the promise made to Toby that he could have a ride on the tricycle after Jimmy has been around the room twice must be kept. These comments have to be made quietly or by note on paper or on the chalkboard.

The importance of non-interference with seeing and hearing the children has already been mentioned but it is necessary to recognize that the temptation to err is greater with the observing group than with the participating group. When there is a story being told or a new circle being held, the mere moving of a chair can be enough to distract attention. It may also be necessary to route the students as they come in and go out so that they do not cross the children's play area in a crowd.

The "don'ts" usually come from the students as the project proceeds and, again, differ somewhat for the observers and actively participating group. The directing group is careful not to call to children, startling them at their play. The observing group must be careful not to play with the children who come up to them seeking attention. They must, or course, respond to any questions asked and they can often divert the child to his own age companions by saying, "Let's go see what Peggy is doing", and then when the child's interest is aroused, go back to their places.

Another "don't is related to chewing gum. It is not possible to let the children chew gum, and a very difficult situation is created if high school students set the example. Every once in a while a student forgets, and one of the children comes up and says to the teacher, "Why can't we chew gum when the big girls do?"

Still another "don't" is linked up with a "do", and both are important. We laugh <u>with</u> the children, never <u>at</u> them.

The observing group itself will suggest techniques for phrasing comments. Thus, when a girl said to a child at juice time, "Don't you want to drink your juice?" and the child replied, "No", class members are almost certain to notice it and then opportunity can be given to suggest a better statement. "The juice is ready to drink," or "Let's finish the juice so that we'll both be ready for the story." (For further suggestions for phrases to use with preschool children, see appendix, page 75.) Choices should be offered only when we are willing the child shall choose.

Determining How High School Students Participate In Guidance of Children Throughout the Project

Everyone knows how much more quickly one learns from seeing and doing than from merely listening. Understanding how to help children live happily in their surroundings will come much more readily if opportunities for observing and helping them are present.

The first day. Imagine twelve to eighteen children arriving at a strange place within a few minutes of each other. New adult and children's faces and unfamiliar furnishings can make for insecurity if the child does not get help. Assisting children through this initiation can be the task of students. Showing them where their sweaters go, helping them select a picture to mark their hooks, and showing them where they will find the toys, constitute the first guidance of children.

Then there is the child who can't seem to part from his mother. The student can help the mother find an inconspicuous place to sit but where the child can see her, which helps him feel less strange. During this time the high school student can help divert the child with interesting activities so that the inevitable parting with mother can take place more happily. Or, if diverting interest is difficult because he shows his unhappiness by crying, the student can find him a comfortable place to sit where he can watch the other children, and then guard him from the attention of too sympathetic observers. Such sympathy usually serves only to increase the crying.

Since parents are eager to know how long it takes the youngster to regain his happiness, the student can keep his record. This helps students learn to deal with facts about the child rather than with generalities. They learn to avoid, "He cried and cried," and to say, "He cried for ten minutes the first day and for three minutes on the second."

After the first day. Many opportunities for students to participate with the teachers in guidance of children can be found as the project proceeds. Becoming responsible for various play activities of children during their free play period presents situations quite different from the more organized activities planned. For example, students can help children play profitably in the sand pile in place of throwing sand at each other or eating it. Frequently, situations with some child need to be carried through consistently. For instance, Malcom has been shown what he may hit and what he may not. Some students who know what Malcom has been told about this, watch to see that he is helped to abide by the plan; otherwise he will be confused.

Those children who have reached the age where they can learn to share toys need to learn what it means to take turns. The student who takes charge of the one hobby horse or the one tricycle can help the children understand how each can have a share through taking turns, showing how to take turns is not always enough. It is usually advisable for some adult to be ready to offer guidance about "fair play" as it is needed. For instance, one little boy who had a double first name was very insistent that he have a turn on the tricycle for "John" and another for "Gregory". Some student had to stand by to help him see that he was still only one little boy.

Then there are the children that are over-aggressive and those that are very shy. Each needs help and students, after conferring with the teacher, can aid in guiding these children. Helping Toby find a way to be recognized without becoming an exhibitionist and helping Mary feel secure in the group so that she is not afraid to take part, are constructive contributions the high school students can make and which in turn result in real learning for them.

Alternate days. The in-between days of play school are full of opportunities for participation by students.

The student can take almost complete charge of securing volunteers for various responsibilities or for making assignments if no one volunteers. Since there are many activities that have to be watched or aided, almost every student finds a place somewhere. The directors keep a list of these so that if someone is absent, there can be a quick substitution. New directors have to be chosen after a certain period of time (often a week, or three days of scheduled observation, makes a desirable period). Sometimes readjustments have to be made in the routine to accommodate to assemblies or other special events, and students can help with these.

After each observation session there are countless questions and reports that develop. The students are full of their queries as to why Janet was so bent on playing exclusively with a certain toy; what to do with Mary who, with a beaming smile, went around trying to pinch others.

Securing Profitable Observation

Since one main object of an observation project is that the high school students gain a better understanding of children, it is important that their observation of children be oriented to

this end. Many different devices have been worked out for directing this observation and there is no one device to be recommended. For example, some teachers work out observation sheets. Others make it a teacher-student project. Sometimes the plan is to set up some major goals for observation:

"How does the child play with or associate with the other children?"
"What toys does the child play with? How does he handle these toys?"
"How does the child talk? Does he use sentences or only words? Does he speak distinctly?"
"Do the children seem happy?"
"How do they make adjustments to situations involving the use of the same toy by more than one?"
"How do they make adjustments to situations involving the acceptance of some of the simple routines?"
"How do they make adjustments to situations involving the acceptance of leadership and followship?"

Whatever the plan for observation there are certain general principles to be kept in mind if high school students are to gain maximum benefit from the experience.

The observation plan must be in terms of high school level. Teachers who have had work in nursery schools in colleges and universities sometimes make the mistake of trying to use the same sort of observation plan which was designed for more mature students and for those with more background for observation than high school students have.

The plan must consider the length of the project. Students cannot observe many characteristics of children and interpret these when their hours of observation are very limited. Therefore, it is important to choose those characteristics in which students are most interested and those frequently found in children these ages, so that there will be a good basis for group consideration. Thus, watching physical development as can be done in long-period nursery schools is not often practical, though observing some physical characteristics such as how the child plays with a ball, how he handles his eating utensils, or how he is able to keep from falling down is usually possible.

Some plan needs to be used for following each child throughout the project. For example, if Doris is being watched by Mary Allen, some plan for continuing the observation of Doris is needed in case Mary is absent or if another class takes over.

It makes for loss of interest and loss of opportunity not to be able to follow through on some behavior pattern. For instance, Johnny, 2 1/2 years of age, had taken to biting as his method of getting what he wanted. If he is observed one day and neglected the next, the high school group can make no evaluation of the procedure used.

High school students need to observe more than one child. Although each student may take one child to observe, provision needs to be made also for plenty of opportunity to watch other children. Therefore, it is important not to ask students to watch too many detailed points about one child, lest this take the place of observing some common characteristics of all children this age. Watching more than one child helps students see how children get along in the group and gives them an opportunity to see some interesting situations in which the child they are specially observing may not be involved.

High school students need to look for major points of interest. Through discussion beforehand, significant observation can be agreed upon. Are the children acting their age? How well do they cooperate? How do they communicate their ideas to others?

Watching the parents as they bring the children into the class results in its quota of comments and questions. Was it better for Mrs. Pope to leave Margie at the door or come in with her? Should Jimmy's mother take her up in her arms when she comes for her? Someone says that Mrs. Porter was "hard boiled" because she walked away and left her child crying. Was she?

Usually there are many questions concerned with contingencies that may arise. Students have the opportunity to see that there is an advantage in being ready for possible problem situations and in preventing such situations whenever possible. "Suppose Jean refuses her juice again, what shall we do?" "How can we keep four year-old Johnny from using his fist on the little ones?" "How can we give legitimate recognition to Billie so that he won't find it necessary to act silly to get it?" The hours on the alternate days are not half long enough to care for all the questions, some of which will relate to administering the program. The schedule is smoother if all supplies are on hand. The alternate days are the opportunity to check on such items as paper napkins, juice, paper for the children's pictures, keeping inappropriate articles off the floor, and caring for broken toys.

Deciding What Classes May Participate

It is a mistake to feel that the observation of children offers opportunities for learning only for those who are working in the area of child guidance. Such a project provides learnings in several areas of home economics. For example, getting an observation project going requires much management. Students can learn good management by considering what needs to be done to make the project successful, giving attention to the resources available, and then planning accordingly. As the program gets into operation, students can check the results of their planning and see what can be done to improve it next time. There are countless small management problems to be solved which lead to consideration of planning problems at home. An example of this is planning for storage of playthings. This can and has led to planning for storage in the girl's room at home. Using the observation project as a learning experience in management can help students see an important generalization in management; namely, sound decisions can be made only after looking at all the considerations involved.

Ninth grade home economics students can plan, prepare and serve a lunch for the children. Great interest in problems of children's eating results from this, as well as understandings and abilities in food preparation.

Groups interested in studying human relationships have an excellent opportunity of seeing some ways people get to be what they are. Analysis of the student's own behavior easily follows.

If observation of children is used for a project more than once for the same group of students, such as in the 9th and 11th grades, a teacher should be careful to avoid too many duplicate learnings. The fact that some of the children are new and the ones of the year before are older affords new learnings in itself, but even then the approach may need to be different. For instance, in one school the 9th grade plans and prepares the food for the children, the 10th grade works particularly on management problems, the 11th grade watches the development of the children, while the 12th grade thinks in terms of personality development.

Closing the Observation Project

Since the observation of children in most schools is not a continuing project through the year, closing it at the end of each session adds another learning experience for the students.

Checking the Toys

Students check toys for needed repairs at the end of the session.

Storing the equipment. A management problem appears here. Plans for storage must be made. This necessitates some planning and organization. Where and how shall the equipment be stored? What equipment and toys need repairing? How shall things be labeled to save time? These and other questions about storage bring up realistic problems which occur at home in this and other areas of living.

The parent conference. There is no more stimulating experience for students than to meet with the parents of the children for a discussion of what has happened during the period of observation, and for an evaluation from the parents on what has occurred. When high school students are asked what interested them most in the parent conference, outstandingly first is, "Seeing how much like the parents the children are." Finding out more about Johnny or David or Ellen through the parents brings increased understanding of the children's behavior and development. For example, finding that Nell has been quite unhappy since the new baby came helps students understand the difficulty with which she parts with the mother in the morning. Finding that David, 3 1/2 years of age, did not talk at all until his tonsils were removed when he was three, gives a realization that David is not necessarily a backward child.

The informal back and forth conversation between parents and students helps to show students the real value that has come to the parents from the close observation by the students, and aids them in seeing that young people and adults can talk together when there is a common interest.

The parent conference provides real recognition for the observing students. It would be difficult for the teacher alone to answer the questions arising from the chalkboard notes which students have typed for the parents.

So many new avenues of thinking are opened up through the parent conference that it often takes more than one class period to satisfy the students on the questions raised by the conference.

Evaluating What Has Been Learned Through Observing Children

This experience is rich in possible learnings and the teacher is eager to see which ones have been acquired. How can she do this?

The teacher and the students, of course, will have set up various objectives at the beginning of the semester. Assuming that achieving better insight into children's growth and development is one of these, let us consider how progress toward it can be evaluated.

As various evaluating measures are used, teacher and students can check their learnings in terms of this goal. Thus, the student who reports that until now she had not realized that two year-olds and three-year olds played differently is showing an increased understanding of developmental behavior at these ages. She has reached this generalization through the experience of watching more than one child of these ages.

There are many ways of evaluating what has been learned by the students through their observation experience other than the formal written objective or essay-type test. Some schools have had projects for observing children long enough for the first participating students to marry and bring back their children to the observation center. Talking with these parents to see what they feel has been of use to them and what has not, as well as watching them in their associations with their own children, brings evaluation that is very helpful. However, every teacher wants to find out what value has come to the present students; so she has to use some devices good for now.

Class discussion following each session. The discussion and planning that goes on following each day of observation serves to tell which students seem to be observing, and the constructive suggestions for new plans show the thinking that is being done.

Written or oral reports. Students can be asked to make written or oral reports around a choice of topics. For instance, some suggested topics are:

What Children Learn Through Toys
Ways to Gain Children's Cooperation
The Children's Eating
Helping Children Learn to Share

Reports on individual children are frequently used. These can have certain points of view emphasized according to the interests and plans of the class. At one time it may be observing and reporting the personality characteristics of one or more children; at another, it may be watching and reporting on their use of words. A group studying home management can report on how the planning affected the children in various ways. Some quotations, shown later, from some of these reports will serve to show the teacher what students have learned.

Quality of participation. There is nothing more stimulating to the teacher than seeing the gradual improvement in use of methods for guiding the children. At the beginning often the only technique she sees is, "Don't do that!" or "I'll take it away from you!" Gradually the student who is alert is learning to understand children better and therefore learning to use techniques appropriate to the children's age. For example, a student finds that Foster who has much initiative is a happier and more cooperative child when he is prevented from getting into trouble rather than having to show disapproval by some means as a result of the unsocial behavior.

Attitudes shown toward children. "Why don't you spank him?" "He's a mean child." "She is so selfish." These and many other comments in the beginning indicate very common attitudes of those who have not learned to understand and enjoy children. Of course, it would be unrealistic to believe that every high school student will change his attitudes, but in the changing attitudes of some there is one more opportunity to find out what the student is learning. When, for example, the student finds the children only become generous when they have gone through the experience of feeling it is "mine", the student ceases to call such a child "selfish".

Helping to prepare for parent conference. There is further opportunity during the preparations for the conference of parents to evaluate what the student has learned. What will the parents be interested in knowing about each child? What questions may the parents ask which the observer can help answer? How shall we conduct the conference so that we can make the best use of the available time? What materials might we have ready that would be of help to the parents?

The group can be divided into committees to take care of the preparations. One group can assemble books and bulletins of interest to the parents. Another can prepare a chart of the children's names and ages for the parents to see. A third can devise a plan for identifying the parent with the child. One good way to do this is to prepare name slips with the child's name to be worn by the parent. And, if a mother has been particularly concerned over some problem of her child, such as the child's lack of emotional control, one committee can get together all the help possible, including a review of that child's behavior during the observation period. Students, although they should not be expected to offer "expert" advice to parents, may participate in helpful description of the child's activities.

Reports of observation. Each student can make a report on the child he is observing so that the group can get a picture of the personality of the child. In such reports students have to be given leeway to report their observation of other children if their particular child is absent or if the student sees only a little to observe, which may happen to the inexperienced observer. This report of observation has meaning if it is recognized that its purpose is to help the whole group understand the children better and also to give the parents a picture of their children. The following illustrates such a report:

> "Diane Stone seems to be a very alert four year-old; you might call her a 'brain'. She has a very large vocabulary and tries to act grown up. She probably has picked this up from being around adults so much. She talks very distinctly and when she talks to a 'big person' she tends to put her hands on her hips. This must have been picked up from someone. She likes the telephone quite a lot and also the teeter-totter.
>
> "Diane sent a petition around in both third and fourth periods for a ball park. She said to me, 'I was wondering if you would put your signature on this petition so I can take it home to my mother.' She is very particular for when she went to wash her hands for the second time she ex-

plained, 'They got dirty again.' She knew a lot of the records that were being played and she sang along with the recordings. She tried to square dance with Terry Beth and was enjoying it very much. In third hour Diane called her father on the play phone and told him she was going to scramble some eggs. She is very fond of the teeter-totter. She didn't eat too much and she was too interested in the other children to do so. She told me she didn't like string beans. She likes to play with other children and can share her toys. She is always busy and always smiling. She listens to explanations and seems to accept them."

A class in home management was watching for ways in which good management was used and ways to improve management. The following suggestions were made as a result of three days of observing children:

"Several of the older children wondered what had become of the sand pile. The teacher took them outside to show them the new one that was not finished yet. Some of the children started playing in it. She immediately told them that they must wait until it was finished but that then they might. This seemed to satisfy them."

"Wagon riders in the sky are Billy Keebler and Michael Ryan. They at least got around to bumping into the tables and into Terry who was on the tricycle, even if they didn't fly. The girl in charge told them that wagons are for open spaces and not between chairs."

"It is good management for the big girl who has the finger games to let the children pass the napkins, juice, and the waste paper basket. They like to do things for themselves."

"When Virginia had an accident it should have been cleaned up sooner."

"Putting a check mark by the child's name is good management in that the next class will know at a glance if the child has gone to the toilet."

"It wasn't safe to have the ropes and the wagon in the play room because the boys are too rough with it."

"Writing notes on the board is good management be-

cause you don't say it out loud and the other classes know what happened the hour before."

Comments overheard or reported. Another way of evaluating the interest of students in children is through the comments that come from the students when they report meeting the children out of school. "Johnny was downtown with his mother and he talked to me very plainly." Johnny had had trouble talking as much as other children his age and the high school student recognized the progress.

Student questions and comments as they see and work with the other children are a fertile source of evaluation both of what they have learned and of their realization that there may be some help secured on other problems.

Probably the most significant evaluation that comes is the recognition that students are analyzing their own behavior. "I was about four years old when I talked to you yesterday," said one student. "What makes me grow 'down'?" said he. Would he have been as conscious of his actions if he had not had the experience of observing children?

"I can see why I act as I do now that I have watched the children. I always got what I wanted by whining. I acquired a whining voice and now it is hard to get rid of it, but I guess I can do it."

Often teachers have to wait some time before this anecdotal evaluation comes, but enough of it shows up eventually to help the teacher see what some students have really learned.

The suggestions which students give for improving the situation for subsequent students is still another means of evaluation.

The Observation Project is Over! What Big Ideas Are in the Minds of Students?

With the experience of observing children at an end, every teacher is eager to see what broad learnings have been achieved that will help the students in solving new problems. Throughout the project some very specific ways of working with children have developed out of observing situations. The teacher hopes to see some of these specific facts and ideas develop into bigger ideas. Such ideas develop gradually as the student gets more experiences related to children and does more careful observing. Each teacher will use the methods of helping students to observe

carefully that she feels are profitable. As the teacher and class are planning the next day's work they can point out important things to watch or care for in the group as a whole. They can also do the same thing for individual children.

It is important for the teacher who wishes to use report forms in the hands of the students to make plans by which the actual filling out of the forms is not done during the time of observing. Notations that students make as reminders to themselves do not need to take a large amount of time from observing.

The sample forms for observation given in the appendix, page 75, are merely suggestions of the sort of thing that might be done. Each would have to be adapted to fit the group observing.

The following suggest how a very simple and specific understanding can broaden into a generalization with more meaning:

Toys

Toys are one means by which children learn.
Toys need to be selected to give different kinds of experiences.
Some toys are better than others for safety and durability.
Choosing toys that will give a variety of experiences, that are safe, durable and attractive, aids in the child's learning.

Differences in Children

No two children are alike.
Children at different ages tend to have some characteristics in common at the same age.
Procedures used need to be appropriate to the age. Guidance of children needs to take into consideration their age characteristics, procedures appropriate to the age, and individual differences.

Children's Development

Children grow at their own pace.
The experiences we give children help them to grow and develop.
Pushing children before they are ready tends to lengthen the period of training.
Since children grow best when allowed to grow at their own

pace, the task of the adult is to provide experiences by which they can learn at their own rate rather than pushing and nudging them before they are ready.

Some students may never go beyond the simple first generalization but many will come out with deeper learnings as their experience broadens.

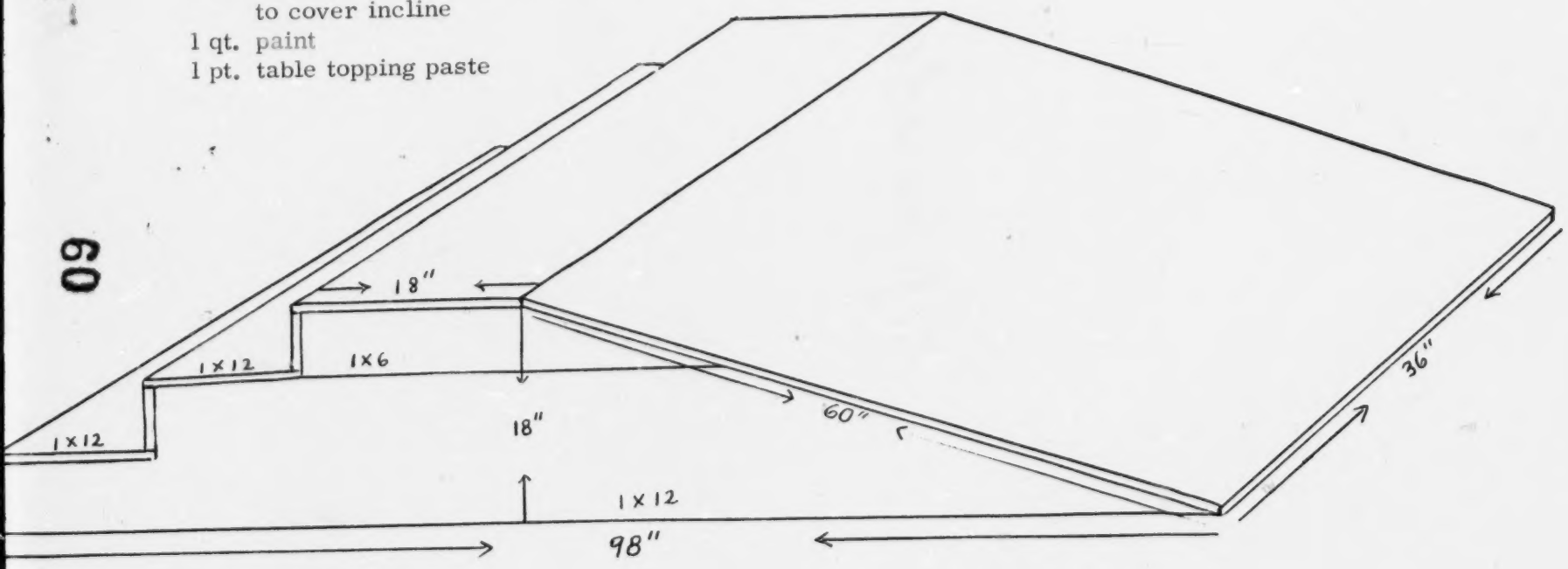
The challenge to the teacher, then, is to help the student emerge from child guidance experiences with ideas that have enough meaning that he or she can make use of them in new situations.

Appendix

DIAGRAM OF SLIDE

Materials:

Lumber -- 2nd grade
Table topping (linoleum) 36" x 60",
to cover incline
1 qt. paint
1 pt. table topping paste



Appendix

Special Activities

The special activities should be something outside of free play. They should be experiences in which the whole group can participate. These activities should be short and quick, inexpensive, and preferably planned so the child himself may participate in them. Creativeness, imaginative play, discovery and exploration, dramatics and music are but a few of the areas that may lend special activity to the program.

Showing, Telling and Listening Activities

1. Live Animals (students may bring from home or obtain from Biology department - talk to children about caring for them)

Turtle	Kitten
Gold Fish	Chickens (baby chicks)
Tropical Fish	Rabbit
Puppy	Guinea Pig
Bird (canary, parakeet, parrot)	White Rats
Monkey	Hampster
	Lamb

2. Observation and Experimentation with Nature

Plant beans (quick sprouting seeds)
Place a sweet potato in a jar so the lower half rests in water and watch it develop
Cut off about one inch of the top of a carrot and place several of these sections in a shallow dish. Cut off green leaves so they will make a lacy leaf as they grow again.
Plant rye grass seed in shallow pan for grass.
Collect bugs, snails, caterpillars, etc., and make a terrarium. Children enjoy collecting these, and once collected, they need a place in which to live. A terrarium can be made from the following materials: 4 oblong pieces of glass--2 sides, 1 bottom and 1 lid; 2 square pieces of glass for ends; masking tape (wide). Tape glass together and fill with broken rock and cover with moss.
Watch a butterfly emerge from chrysalis.
Put a harmless garden spider into a large covered terrarium and watch it spin a web.
Magnets and nails
Rocks
Leaves

Appendix

3. Miscellaneous

Introduce a new toy.
Pack a suitcase and talk about the contents.
Students make megaphones and bring them for children. Explain and show how to use them and talk about a football or baseball game.
Purse discovery--take an old purse and fill it with the things that one usually finds in a purse, such as: a handkerchief, billfold, pencil, comb, mirror, keys, etc. Explain that a purse is something we never look in unless the owner tells us we may do so, as when grandmother shows us what she keeps in her purse. Then tell the children, Miss X has given us permission to look in this purse. Examine objects within the purse and talk about what they are and how they are used.
Introduce selves, giving such facts as name, age, home address.
Tell about circus, rodeo, parade, special days, Christmas gifts, trips.
After taking a walk around the campus, get children into news circle to talk about what they saw.
. trips that are short and simple are best
. take trips to see, not particularly to go anywhere
. take trips to listen to sounds, to voices, to birds (people have to learn to listen and this is a wonderful age to start)

Special Event Activities

1. Halloween

Make jack-o-lantern for Halloween and tell the story, "The Fierce Yellow Pumpkin", by Margaret Wise Brown.
Make paper sack masks for Halloween. Brown paper bags from the grocery store will help a child who is a bit self-conscious in dramatic play to lose himself in the paper mask and assume his intended character. May make ears, nose out of construction paper as well as eyelashes, mane, or mustache.

2. Thanksgiving

Make pine cone turkey, using construction paper for tail, wings and head.

Make gingerbread boys and tell story of "The Gingerbread Man". Let children use cutters to cut boys out of dough and make face and trimmings with raisins.

Molasses Cookies (20 gingerbread men and extra ginger snaps. 60 3-inch cookies)

1 c. plus 2 T. fat (14 T.)	4 c. plus 2 T. flour
1 c. sugar	2 t. soda
1 c. plus 2 T. dark molasses (14 T.)	1 1/2 t. cinnamon
2 eggs	1 t. ginger
	1 t. cloves

Cream fat and sugar, add well-beaten eggs, molasses. Mix sifted dry ingredients. Chill the dough. Roll about 1/8 inch thickness. Bake 8 to 10 min. at 350°.

3. Christmas

Make Christmas tree decorations, such as paper chains and popcorn strings.
Make chain from colored tape.

4. Rodeo

Provide children with strips of bright colored cloth or paper for neckerchief or wrist tie and have a rodeo parade, using stick horses.

5. Easter

Plan and carry out Easter egg hunt; color eggs.

Make hand freezer of ice cream. Let children turn the freezer handle. Tell the story of "How Ice Cream Came". Serve the ice cream in place of juice.

Ice Cream Proportions

1 qt. half-and-half (pt. thin cream and pt. milk)
3/4 c. sugar
3 tsp. vanilla

Dissolve sugar in milk-cream mixture. Add flavoring and freeze.

Appendix

Finger Games for Preschool Children

1. Mother's Knives and Forks

Here's mother's knives and forks (fingers interlocked showing fingers)
Here's father's table (showing flat side of interlocked hand)
Here's sister's looking glass (first fingers forming triangle)
And here's the baby's cradle (little fingers forming triangle and rock back and forth)

2. Church and the Steeple

a. This is a church (hands folded)
This is a steeple (two initial fingers out)
Open the door (open the thumb)
There is no one in
They are all gone home.

b. This is a church (interlocked fingers folded the opposite way)
This is a steeple (same as above)
Open the door (same as above)
And see all the people (wiggle fingers interlocked)

3. The Five Little Pigs

This little pig eats grass (touch little finger)
This little pig eats hay (touch ring finger)
This little pig drinks water (touch long finger)
This little pig runs all day (touch pointer)
This little pig does nothing
But lies in the shade all day. (Lay thumb over in palm)

4. Ten Little Soldiers

Ten little soldiers (ten fingers stand, line them all up in a row)
Standing in a row
The captain says salute (each salute)
And they all do so.
They march to the right (show by hand)
And they march to the left (show by hand)
When the gong goes bang (clap the hands)
They run with all their might (put hands in the back and imitate running)

5. Knock, Knock

Knock, Knock (knock at forehead)
Open the door
Peep in (point to the eyes)
Lift up your latch (push nose up)
And jump right in (open the mouth and put one finger in)
But don't stay too long
The sheep will eat you up (point to the teeth)

6. The Senses

Little eyes see pretty things (point to eyes)
Little nose smells what is sweet (point to nose)
Little ears hear pleasant sounds (point to ears)
Mouth likes good things to eat. (point to mouth)

7. Birds on a Fence

Two little birds sitting on a fence (thumbs up)
One named Jack (one thumb lifted)
One named Jill (other thumb lifted higher)
Fly away Jack (put Jack behind head)
Fly away Jill (put Jill behind head)
Come back Jack (back in former position)
Come back Jill (" " " ")

8. The Mice

Five little mice on the pantry floor, (hands out, fingers outstretched)
Seeking for bread crumbs or something more,
Five little mice on the shelf up high, (right hand fingers together pointing on the back of left hand)
Feasting so daintily on a pie. (two hands form a circle with thumbs and first fingers together)
But the big round eyes of the wise old cat (with each hand separately hold thumb and first fingers)
See what the five little mice are at.
Quickly she jumps! but the mice ran away, (left hand lowered suddenly - right hand brought behind back)
And hide in their snug little holes all day.
"Feasting in pantries may be very nice
But home is the best!" say the five little mice.
(hands folded)

Appendix

9. Birdies on a Telephone Wire

Here are the telephone poles, (the two forefingers are sticking straight up with all other fingers down)
Here is the wire, (the two middle fingers are placed with tips together, forming a straight line between forefingers)
Two little birdies sit on the wire and swing, and swing, (the two thumbs are placed on the middle fingers between the forefingers - swing hands back and forth)

10. Two Little Blackbirds

Two little blackbirds sitting on a hill (thumbs placed on shoulders with four fingers in the air)
One's name is Jack (wiggle one finger)
One's name is Jill (wiggle other finger)
Fly away Jack (wiggle back and forth for flying then hide forefinger)
Fly away Jill (wiggle back and forth for flying then hide other forefinger)
Come back Jack (bring back finger)
Come back Jill (bring back finger)

11. Grandmother's Glasses

These are grandmother's glasses (make circles with thumb and pointer, put over eyes)
This is grandmother's cap (put two hands on head)
This is the way she folds her hands (fold hands)
And lays them in her lap (lay hands in lap)

12. Two Eyes to See

Two eyes to see nice things to do,
Two lips to smile the whole day through,
Two ears to hear what others say,
Two hands to put the toys away.

A tongue to speak sweet words each day,
A loving heart for work or play,
Two feet that errands gladly run
Make happy days for everyone.

13. The Mouse

Came a mouse, (seated at tables, walk all fingers across the table softly like a mouse)
Built a house. (make house by putting finger tips together)
Came a bird
Through the sky (wave hands for flying)
Saw a flea
Jump with glee (use jumping motion with fingers up arm to shoulder for flea)
See him hop -- see, see, see.

14. Planting Five Seeds in a Row

One for the blackbird, (touch little finger)
One for the crow, (touch ring finger)
One for the cutworm, (touch middle finger)
And two to grow! (touch last two fingers)

15. Five Little Frogs Sitting in a Row

(Point to each finger)
Five little frogs sitting in a row.
This one said, "I stubbed my toe."
This one said, "Oh--oh--oh!"
And this little one laughed and was glad
This one cried and he was sad.
And this one hopped off to the doctor's
As fast as he could go. (spoken quickly)

16. The Family

Here's the Father who brings home the bread.
(Holding up five fingers of left hand. Thumb is Father; reach out bread and bring it toward you)
Here's the Mother who smoothes up the bed.
(Mother is index finger -- smoothing motion with both hands)
Here's the Brother who plays with his ball.
(Brother is third finger -- make ball with both hands)
Here's the Sister who plays with her doll.
(Folds arms and rock like a cradle)
And here's the Baby, the last of all.
(Little finger)

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Appendix

17. Hinges

We're all made of hinges and everything bends,
We bend at the head (bend head) and we bend at the ends (move hands, bending at wrist)
We bend at the front (bend forward at waistline) and we bend at the back (bend backward at waist)
And if we didn't have hinges we surely would crack (everyone drops to floor)

Games and Songs

1. 'Round and 'Round Went the Ship

Dance around in a circle with clasped hands as this verse is recited, bobbing down quickly as the ship goes to the bottom of the sea.

"Three times 'round went our gallant ship
And three times 'round went she;
Three times 'round went our gallant ship,
Then she sank to the bottom of the sea.

2. Tap, Tap, Tap

Two little feet go (tap with feet) tap, tap, tap,
Two little hands go (clap with hands) clap, clap, clap,
A quick little leap (jump) up from the floor,
Two little arms stretch up in the air (stretch arms up)
Two little legs go (hit both legs) thump, thump, thump,
One little body goes (turn around) 'round, 'round, 'round,
And all the children sit quietly down. (all sit down)

3. Fish

I hold my fingers like a fish (one hand with fingers together)
And wave them as I go,
Through the water with a swish,
So gaily to and fro.

4. The Little Hen and the Rooster

The little hen goes "Cut cut cut"
The rooster, he goes "Cock a doodle doo"
You want me and I want you
But I'm up here and you're down there."

The little hen goes "Cut cut cut"
The rooster, he steps with a funny little strut,
He cocks his eyes, gives a funny little sound,
He looks at the hen, he looks all around,
He flaps his wings, he beats the air,
He stretches his neck, then flies to the ground,
Cock a doodle, cock a doddle, cock a doodle doo!
Now you have me and I have you."

5. I'm a Little Teapot

I'm a little teapot, short and stout (motion with hands for height and width)
Here's my handle, (put right hand on hip)
Here's my spout. (hold out left hand with palm up)
When I get all steamed up, then I shout,
"Tip me over, pour me out." (tip body to left side)

6. For Easter Time

Hoppety, hoppety, hop-hop-hop, (use thumb to hold ring and little finger down)
Here comes a little bunny,
One ear is down, one ear is up, (forefinger and index finger make the ears)
Oh, doesn't he look funny!

7. Animal Circus

Children gather in a circle, the person in charge says, "We are going to play animal circus. Now we are elephants." (She shows them how to walk like an elephant, putting the hands together in front and swinging them like the elephant swings his trunk. Other animals and fowls are imitated, such as the rabbit, duck and bear.)

8. Wilting Flowers

Child pretends he is a flower -- stands erectly, droops head, drops arms, gradually drops down until head rests on ground.

9. Flying Birds

Children have arms outstretched, run around waving hands as if birds flying.

Appendix

10. Train of Cars and Engine

With hands on shoulders of the child in front, march or run in step around one row of seats.

11. Riding a Bicycle

Run in place, lifting knees high in front, arms stretched forward with hands clasped as if grasping handle bars.

12. Ring Around a Rosy

Ring around a rosy (walk around in a circle)
Pocket full of posies
Squat down rosy (children squat down)
Last one down is it.

13. I Put My Little Foot In

I put my little foot in (put foot in)
I put my little foot out (put foot out)
I give my foot a shake, shake, shake (shake foot)
And turn myself about. (turn about)

I put my little hand in,
I put my little hand out,
I give my hand a shake, shake, shake,
And turn myself about.

I put my little head in,
I put my little head out,
I give my head a shake, shake, shake,
And turn myself about.

14. Mulberry Bush

Here we go 'round the mulberry bush, the mulberry bush, the mulberry bush,
Here we go 'round the mulberry bush so early in the morning.
This is the way we wash our hands, wash our hands, wash our hands,
This is the way we wash our hands, so early in the morning.

2. Brush our hair. 3. Tie our shoes. 4. Take our rest.

15. Jack Be Nimble

Jack be nimble, Jack be quick,
Jack jump over the candlestick.
(Put objects on floor to jump over. If a large number play, it is best to have two or more lines.)

16. The Little Mice

One child is chosen to be the old gray cat who goes to one corner of the room. The remaining children, "the little mice", act in pantomime whatever the verse suggests. During the third verse the old gray cat creeps toward the little mice and during the last verse the little mice run away as the cat tries to catch them.

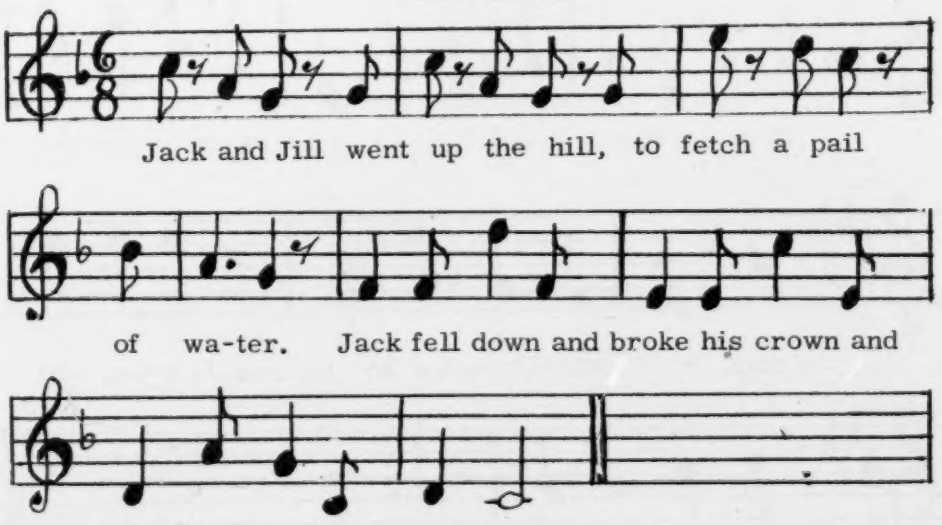
1st verse
The little mice are eating, eating, eating,
The little mice are eating all through the house.

2nd verse
Substitute word sleeping for eating.

3rd verse
The old gray cat is creeping, creeping, creeping,
The old gray cat is creeping all through the house.

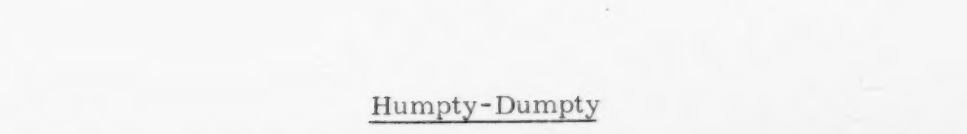
4th verse
The little mice are running, running, running,
The little mice are running all through the house.

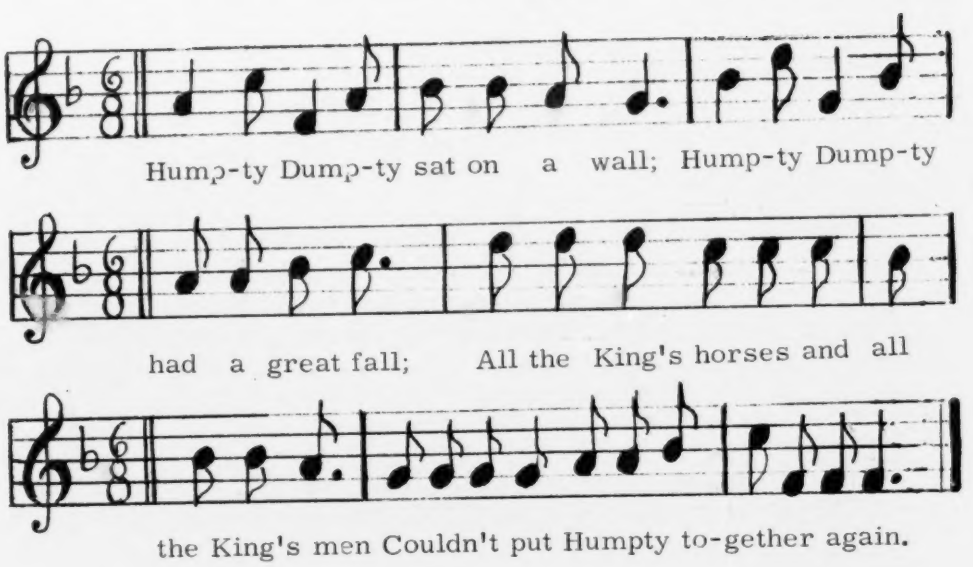
Jack and Jill



(The slide makes a good hill for this game.)

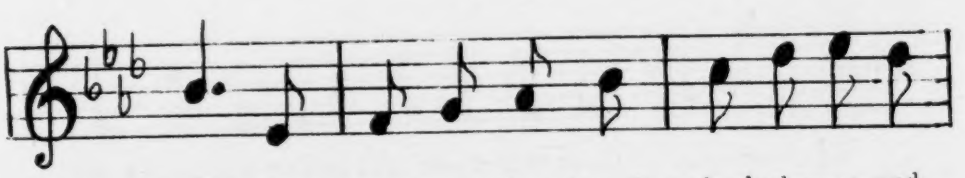
Humpty-Dumpty

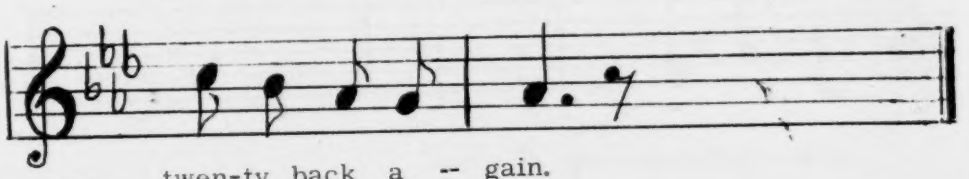




One child is Humpty Dumpty who sits on the wall and falls. Two others act as the horse and man, and try to put Humpty Dumpty back on the wall. (A chair may be used for the wall.)

On the Train





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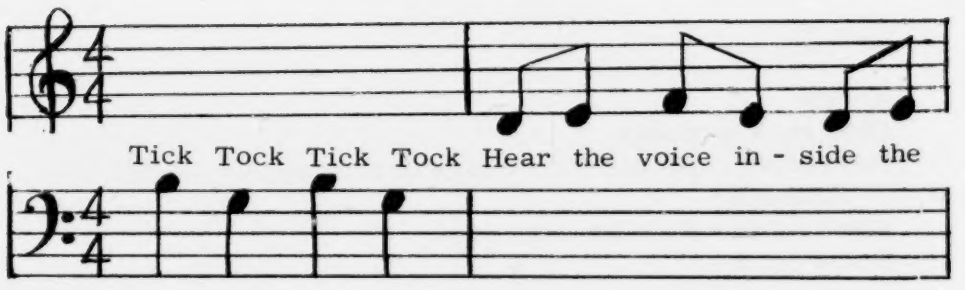
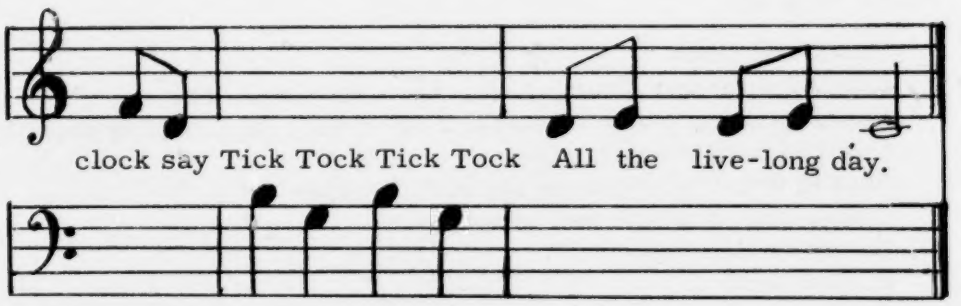
The Big Clock





Little Miss Muffett

Little Miss Muffett sat on a tuffet, Eating some
curds and whey. There came a big spider and sat
down beside her and frightened Miss Muffett a - way.

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Appendix

Equipment and Play Materials

Equipment

Tables
Coat rack or hooks
Shelves or cupboard for storage of toys and other play materials
Wash basin and toilet near room
Record player

Play Materials

Easel and paint
Clay or salt-and-flour plastic (see directions below)
Easel painting paper (newsprint 18" x 24", or mapping paper)
Colored construction paper
Manila drawing paper or old stencil paper
Dolls, one of which can be bathed
Buggy or doll bed
Play dishes
Dress-up clothes
Blocks (large)
Spools for threading
Nests of cans or boxes
Slide
Spool board
Records

Directions for Making Salt and Flour Plastic

Uncooked Dough

2 cups flour	1 to 2 T. powder tempera paint or vegetable coloring
1/2 cup salt	
13 T. water	2 T. Wesson or other cooking oil

Sift together the flour and salt. Mix the tempera color in 1/2 cup water and stir until dissolved. Add the oil to the water mixture and finish filling the cup with water. Gradually add liquids to flour and salt mixture. Knead thoroughly. Store in a tight container and under refrigeration if keeping for several days.

Cooked Dough

1 cup flour (may use 1/2 sawdust)
1/4 cup cornstarch - blend with cold water
4 cups boiling water, add 1 cup salt

Pout hot mixture into cold. Put over hot water and cook until clear. Cool overnight. Knead flour in until right consistency, adding color with flour. Keep in damp cloth or airtight jar. Products will harden and dry (if dough becomes hard, add more water as needed); can be painted if uncolored dough is used.

Activity and Participation Records

(Record code: YPR - Young People's Records
CRG - Children's Record Guild)

Ensie Beensie Spider	CRG 1002
Train to the Ranch	CRG 1038
Let's Help Mommy	CRG 1032
Three Little Trains	YPR 809
The Circus Came to Town	YPR 713
The Merry Toy Shop	CRG 1002
The Chugging Freight Engine	YPR 728
Skittery Skattery	CRG 1005
Jump Back Little Toad	CRG 1041

Director's Sheet

Class _____

Director _____ Assistant _____

Committee	Week	Remarks
1. Hospitality		
2nd & 6th:		
Greet children		
Put on name tags		
Help hang up wraps		
3rd & 7th:		
Take off name tags		
Help put on wraps		

Appendix

Committee	Week	Remarks
2. Health Inspection (2nd & 6th) Look for any signs of illness Keep health record cards		
3. Secretary Mark children's attendance (2nd & 6th) Take care of class roll Copy chalkboard notes		
4. Snack Time Assist in serving juice and do necessary KP duties		
5. Supervise Bathrooms Help children when necessary See that bathrooms are not occupied except for proper use		
6. Supervise Free Play Indoor activities		
7. Supervise Outdoor Play (tricycles and wagons)		
8. Activity Period Finger play (before snack time)		
Story (2nd & 6th, Mon.) Music (2nd & 6th, Wed.) News Circle (2nd & 6th, Fri.)		
Games		
Special activities, such as making gingerbread boys		
9. Creative Experiences -- Painting at easel		
Cutting and/or pasting		
Drawing with crayons		
Finger painting		
Clay		

Appendix

Phrases Used With Pre-School Children Which Help in Gaining Cooperation

This is what we do now.
This is the time to _____.
It's music time.
It is juice time.
There is a place for you to paint now.
I would like to have you help me do this.
This is the way to ___(use the blocks)_____.
We will pour together; you put your hands here and here.
Keep your feet quiet near your own chair.
After you go to the toilet, you wash your hands.
It is your turn to _____(use the teeter-totter)_____.
We do not push people.
This is the place to _____(put your toy)_____.
Let's wait for everyone to be ready to drink his juice.
It is time to come to the toilet.
You may wash here.
You need to (wash your hands now after playing in the sand) .
It hurts to be hit, so you may not hit.
Balls are the only things we throw.
This is the way to rest.
Your hands need to be helped.
I will tell you when it is your turn.
It is easier to do it this way.
Now you try it.
I think you are big enough to do it without help.
I think you can do it all by yourself. Would you like to try?
You tell me about it.

Suggested Topics for Reports

First Report -- Due: _____

Write on the characteristics of children between the ages of two and five as you have observed them during the observation project.

Use a minimum of five characteristics of each age illustrated with actual incidents seen during this project.

Second Report -- Due: _____

Report at least five ways of gaining children's cooperation as you see them applied, or as you see opportunities for their application. (Use a minimum of ten examples.)

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Final Report -- Due: _____

Write a brief review of three children in play school. Include what progress you have noticed in the child -- his play habits, his ways of getting along with other children, and any other points you have noticed about the child.

Some additional ideas that could be used in reporting. These might be used for a day's absence when it is impossible to observe children, or for extra credit:

"What I Have Learned from Observing Preschool Children"
"How to Tell a Story to a Group of Preschool Children"
"How to Conduct a News Circle"
"Games Suitable for Preschool Children"
"Toys Suitable for Preschool Children"
"Music for Preschool Children"

Prepare a News Circle Kit (include directions as well as materials for news circle)
Prepare a Story Kit (include copy of story and illustrations)

Observation Guide for a Student in a Child Guidance Unit

A. What evidence of fatigue did you observe?

1. Unusually active and faster in movements
2. Louder voice
3. Eyes glassy, red spots on cheeks
4. Tenseness
5. Instability

B. Did any child show signs of fear? How?

1. Posture (way he holds shoulders)
2. Head down
3. Color of face

C. What toys seemed to be enjoyed the most? Why?

Observation Guide for Studying
Personality Characteristics of Children

1. Name of child: _____
   Age _____
   Sex _____

2. What are his physical characteristics?

3. Observe and comment on the following:

   a. Did he share his toys? Give an example.
   b. Did he play with others?
   c. Was he cooperative? Give an example.
   d. In what ways did he show affection toward other children and adults?
   e. How did he take care of toys and equipment? What were they?

4. Observe his choice of toys.

   a. What play materials did he use most?
   b. Did his choice of toys reveal any personality characteristics? If so, what?

5. Is he able to express himself? Give an illustration.

6. What personality characteristics did you observe which might need guidance and direction?

Observation Guide for Studying Fundamental Emotional Needs of Children

1. Name of Child _____
   Age _____
   Sex _____
   Number of brothers and sisters ____ Position in family _____

2. How did he show a need for, or a feeling of, security?

3. Did he exhibit any fears? If so, what were they? How did he show his fear?

4. What methods did he use to gain recognition (attention)? Were they legitimate methods? Explain.

5. How did the child show affection or the need for it?

6. What were new experiences to him? What was his response to the new experiences?

7. Write a paragraph telling your opinion of his emotional control as related to his age.

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References

The references given here are limited to those pertaining to the organization and conducting of observation of children in a play situation. References relating to the many aspects of child guidance are not included.

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Toys for All Children
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You Can't Hurry Them. Woodcock, Louise P.